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THE NATION'S SCHOOLS



Community Colleges 16 *Page Portfolio*

For My Son I Want an Unpractical
Education *George M. McGranahan*

Disadvantages of Area Vocational
Schools *Eugene B. Elliott*

What Size Elementary Classes?
Opinion Poll No. 24

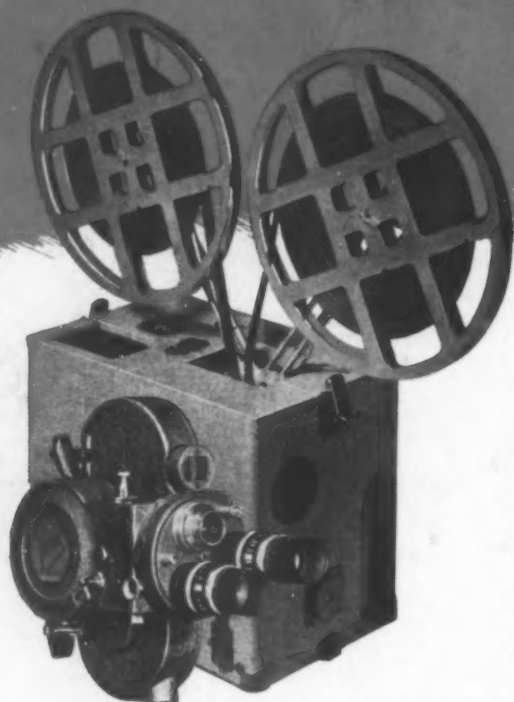
Rural School Combats Delinquency
Howard H. Mosher

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APRIL

1945

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HEADLINES

FEDERAL AID BILLS

The new Aiken-Mead federal aid bill (S. 717) would appropriate \$300,000,000 annually to the states to raise educational standards and wipe out illiteracy. The bill is now in committee. (Story on page 66.)

The American Federation of Teachers has pledged support to the foregoing school aid bill.

Hearings on the Ramspeck Bill on federal aid, companion measure to S. 181, will begin April 10.

BROADER SCHOLARSHIP

Of the new bills introduced in Congress, H.R. 1740 provides for Pan American student-teacher scholarships and H.R. 1748 is designed to establish a National University of Government.

ANOTHER RUMI PLAN

Beardsley Ruml advocates 10,000 miles of national travel for every high school pupil after the war. He proposes a 100 day tour for each child, costing about \$300 apiece, covering some 10,000 miles. Teachers, guides, doctors and dietitians would be a part of the entourage of every group. The aim is to banish sectionalism and promote understanding. (Story on page 82.)

PART-TIME WORK STUDY

The National Child Labor Committee is making a study of the part-time employment of high school pupils in relation to postwar education and employment. (Story on page 86.)

INTERNATIONAL OFFICE

Arrangements for conducting a public opinion poll on the establishment of an International Office of Education have been completed by the Educational Policies Commission. The National Opinion Research Center will find out: (1)

how generally the public understands the concept and (2) what proportion of opinion is in favor, or opposed or indifferent.

STRIKE ENDS

Schools at Gary, Ind., reopened March 15 when 130 janitors ended a five day strike. The dispute will be settled by arbitration, binding upon both parties. There will be no work stoppage during arbitration. (Story on page 86.)

DENTAL HEALTH

A national dental health bill has been introduced which would appropriate \$7,000,000 for the year ending June 30, 1946, to enable the Surgeon General to develop more effective measures for the prevention, treatment and control of dental disease. (Story on page 66.)

FOR VETERANS' GUIDANCE

Fifty guidance centers are now operating in educational institutions to advise veterans with service-connected disabilities in selecting courses. Several hundred more centers will be established under agreements between schools and Veterans Administration. (Story on page 68.)

WAR ORPHANS

Senator Wheeler has introduced a bill (S. 487) to provide education or training not to exceed four years for children of servicemen of World War II who die of war injuries or diseases or disability aggravated by military service. (Story on page 66.)

SEEKS STANDARD TIME

Rural pupils in Montana spent a sixth of the school day in near darkness last winter, as many schoolhouses lack artificial lighting. Many

bus pupils arose three or four hours before the sun in order to travel 50 miles to school. The Montana Education Association is supporting a bill to return the state to Standard Time. (Story on page 78.)

MORE CHEESE FOR LUNCHES

The O.P.A., in authorizing a service wholesalers' markup for cheddar cheese delivered to premises supplying municipally operated kitchens preparing free or low-cost lunches for school children, makes more cheese available for this purpose. (Story on page 74.)

VOCATIONAL EDUCATION

Similar to last year's measure in principle and in funds sought is the new vocational education bill (S. 619) recently introduced. (Story on page 70.)

IN WAR-TORN COUNTRIES

The Army is taking the first small step toward the reeducation of Nazi Germany in Aachen where it has assembled 20,000 new German textbooks compiled from those in use before 1933. If enough anti-Nazi teachers can be found, classes up to the fourth grade will be started.

Known collaborationists are not permitted to take entrance examinations of the first Dutch institution of higher learning to reopen, the Roman Catholic Economic College at Tilburg.

The only Dutch-language school yet opened in the liberated areas of the Netherlands East Indies is on Numfoord Island, off the north coast of New Guinea.

The Germans have destroyed their buildings and the fighting still continues, yet more schools are operating in some districts of Yugoslavia than before the war.

For full news coverage of the month, see news section beginning on page 66.

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Edward E. Ashley, Consulting Engineer, New York, N. Y. Member of ASME, ASH&VE, and AIEE.

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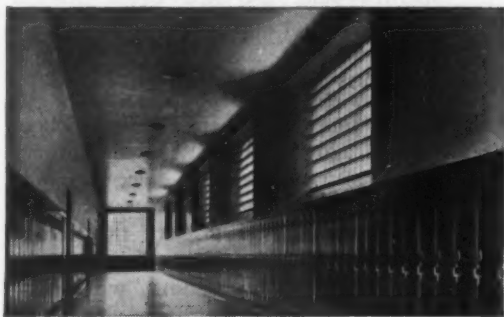
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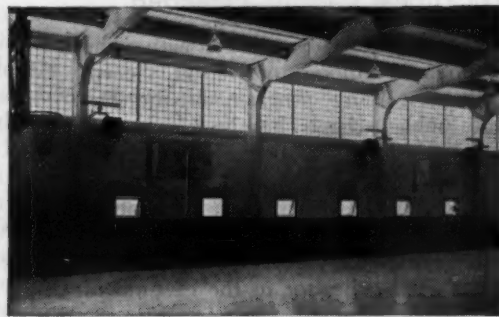
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Name

Address

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"Superintendent" for a Day

On Boy Scout Civic Day in Indianapolis, boys who have become Eagle Scouts the preceding year take over some 30 or 40 public offices of the city for a few hours.

The scout who sat in the chair of Supt. Virgil Stinebaugh was called upon to decide matters of policy with regard to fire drill conduct and unexcused absences, to suggest methods by which an elementary school could win a schools-at-war flag and to interpret a request from the Office of Defense Transportation that spring vacations be abolished this year.

He concluded his tenure of office by conferring with two assistant superintendents in charge of social service and research, respectively, and when he finally vacated his chair, somewhat perspiring and rosy-hued, he was asked to represent Superintendent Stinebaugh at the regular Kiwanis Club luncheon, which he did. He was visibly relieved at not having to make a speech.

The whole program for the scout superintendent was set up in advance with the elementary principal through the department of school publicity and fell within Superintendent Stinebaugh's enthusiastic support of a program of apprentice training in citizenship. No preparation for scout "office holders" had been a part of the program. However, a joint meeting of the scout and school officials is planned for next year at which a training course can be given before the scout assumes his office.

Vocational Classes Extended

Through arrangements with the Catholic Archdiocese of Detroit, the vocational training program of the Detroit public schools has been extended to include pupils of the archdiocese who wish to take advantage of it. This is believed to be the first time an arrangement of this kind has been made in any large city in the country. Earl L. Bedell is the director of the division of vocational training.

Parochial pupils report for vocational classes in the public schools during the late afternoon in five vocational schools and two high schools.

Morale Builder

Each pupil in Lawrence High School at Fairfield, Me., is scheduled for a daily class called "auditorium period." All seniors meet at one period, juniors

at another and so on. Group programs, music appreciation, guidance, parliamentary procedure, class business, singing and talks by outsiders and by pupils are among the features of these periods. The plan has been in operation for several years and, although it is difficult to measure its results objectively, Supt. Willard H. Phinney feels that it is useful in developing desirable social attributes and has improved school morale and the poise of pupils.

News From the Old School

Three hundred servicemen and women scattered all over the world are being kept in touch with happenings in the old high school back home in Waverly, Iowa, by means of a letter. It makes them wish they were still going to school. Furthermore, according to Supt. J. K. Haehlen, the servicemen seriously admonish teachers to require more of their pupils. They want the pupils to appreciate their opportunities and to get all they can from their studies.

Your Roving Reporter asked Mr. Haehlen for details regarding this service letter. For the last three years it has been mailed at six week intervals to all former pupils in the armed forces. The idea originated with faculty members and Mrs. Helen Stephen, head of the stenographic department, acts as chairman. Articles are submitted by the pupils, generally those in the English classes. The material is then reviewed by a committee of pupils and teachers who lay particular stress upon clearness, variety and interest. Usually the letter starts with a greeting from a faculty member.

Once the contents is provided, members of the advanced typing class take over, dividing the work of typing, mimeographing, addressing and sealing the envelopes. It is no small task to maintain an up-to-date file of addresses

for more than 300 servicemen but who cares about the work involved, when no more than two or three letters are returned unclaimed and such enthusiastic response is evidenced from those whose hearts are still in the old high school back home!

Radio Speech Training

The State University of Iowa has a plan for providing experience for freshmen in radio speech work which might well be adapted to seniors in high school. Every Friday night at 8 o'clock over WSUI, the university station, students take part in a program called "Freshmen Take the Platform," which is prepared by members of a class in communication skills. The course, which includes listening, speaking, reading and writing, is under the direction of Prof. E. C. Mabie, head of the dramatic arts department.

The series of radio programs consists of readings, interviews, speech-making, public discussions and dramatizations supervised by Prof. Franklin H. Krower of the university speech department. More than 50 students participated last semester.

Police Teach First Aid

Eighth grade pupils in the rural schools of Milwaukee County, Wisconsin, are learning first aid from the county police. The sheriff's office reports a marked decrease in home and school accidents among these pupils. All 53 motorcycle patrol officers of the sheriff's office are Red Cross first-aid instructors.

Teaches Office Glamour

The Jones Commercial High School in Chicago is offering in its annual spring session courses in office glamour, how to answer business questions and short cuts which make for the perfect secretary. The course in office glamour teaches among other things what comprises the proper wardrobe of a business girl and includes instruction and demonstrations in proper makeup and hair styling.

A quiz-answer course familiarizes pupils with sources of business information, the key businesses and enterprises in the country and banking interests. An aptitude course is also being offered which is expected to attract a large number of returned veterans interested in job counseling.

The Roving Reporter

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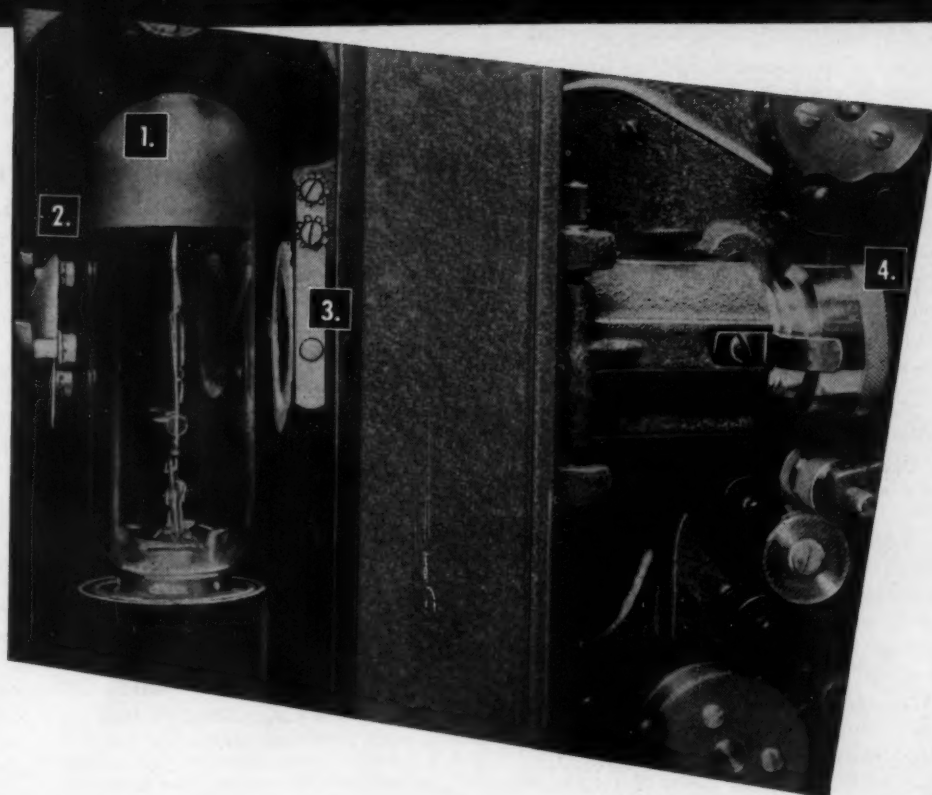
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Availability: Because of military demands, these new RCA projectors are not available now for civilian use. But investigate the new RCA projector before you plan postwar purchases for your school. Write: Educational Department 43-24B, RCA Victor Division, Radio Corporation of America, Camden, N. J.



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Questions —AND ANSWERS

The Petting Problem

Question: How should the problem of holding hands or petting in high school be handled? How much should be permitted or tolerated?—L.E.M., Wash.

ANSWER: Good breeding and decorum mean that we have consideration for the feelings of others. When young people hold hands or pet in public, it is highly offensive and distasteful to others. Since we attempt to teach good behavior and decorum in our high schools, certainly we can say that petting is objectionable from this standpoint. It seems to me that the whole thing can be handled by allowing the student council to give its consideration to the problem in the hope that the attitude of the student body toward petting will require pupils so inclined to be sensitive to the feelings of others and desirous of their respect.—CHARLES E. GREENE.

We Can Help With Discipline

Question: How should a superintendent help a teacher with her discipline?—M.M.B., Tex.

ANSWER: The superintendent can help by striving to establish optimum working conditions. These would include a reasonable pupil load, adequate instructional facilities and clearly defined responsibilities of the teacher for contributing to the over-all management of the school. Specifically, the superintendent can assist the teacher by clarifying with her those areas of pupil conduct for which absolute obedience should be demanded, such as fire drills, passage between classes and dismissal. He should also develop with the teacher those areas in which self-discipline should be considered to be a product of instruction, drill and increasing mastery.—PAUL L. CRESSMAN and EDWIN W. CRUTTENDEN.

Building Up Wax Surface

Question: One of our chief problems today is the best manner of building up a wax surface on an asphalt tile floor. Should a very thin coat of wax be applied or can a surface be built up by adding wax to the rinse water? If so, what proportion should be used?—O.A.M., Mich.

ANSWER: Experience shows that the best way to apply wax to an asphalt tile floor is to apply a thin coat of water wax with an applicator after the floor has been mopped with a neutral soap solution and then rinsed with clean water.

Because of the presence of some foreign matter in the rinse water, it is better practice to apply the water wax separately and not in the rinse water. There is also the further advantage of making the water wax application in the proper proportion and applying it evenly to the clean dry surface.—GEORGE BUSH.

Fat Teachers and Exercise

Question: In small schools, where each teacher must care for physical education without a gymnasium, how could you interest and get results out of especially old and fat teachers?—K.J.R., Tex.

ANSWER: When a school lacks a gymnasium, a program of physical education can be developed by older teachers through the use of playgrounds during favorable weather. By using older pupils as assistants, younger children can be introduced to many games and sports which involve physical activity. By the use of group leaders and by following programs similar to those suggested by the U. S. Office of Education in the bulletin, "Physical Health Through Physical Fitness," an acceptable program can be worked out.—PAUL L. CRESSMAN and EDWIN W. CRUTTENDEN.

Are Overflow Rooms Wise?

Question: If you have more pupils than you wish in each of several grades, do you feel that it is better school administration to have an overflow room for two or three grades or to split all grades and have more than one grade in all rooms?—O.W.B., Mich.

ANSWER: Children should be grouped on a basis of their physical, social, emotional and educational needs. Split groups can accomplish this aim. Overflow groups may defeat it.

In any normal grade group, there is always a range of from three to five years in any skill or subject tested. The teaching problems in a split group are no different from those in a straight grade group. The variables are no greater and, in some cases, may be less. On the basis of skills alone there may be great advantage in split groups which may approach greater homogeneity than would otherwise be the case.

An overflow room with two or three grade groups combined serves no desirable purpose which cannot be realized by a direct split of the grades. Such a

room has the disadvantage of being marked as special, unusual or atypical and may cause undesirable social and emotional reactions in the children.

The overflow room has an undesirable effect on the general philosophy and outlook of the teacher. Teachers should look at children objectively with careful concern for their total needs. The existence of an overflow room would tend to encourage teachers to find reasons why children should be in this group rather than to provide carefully a program to meet their needs where they are.

Parents should be thoroughly informed concerning the philosophy and advantages of split groups. They have a right to this type of home and school cooperation. How difficult it would be, however, to explain to parents of children in an overflow room why their children should be singled out for treatment different from that given other children!—WALTER A. LEBARON.

What Teacher-Pupil Ratio?

Question: What should be the teacher-pupil ratio in grades 1 to 6?—O.W.B., Mich.

ANSWER: There is no definite evidence, even from controlled experiments, that the optimum teacher-pupil ratio has been found. There are so many variables affecting class size that no definite number of children per teacher fits all situations. Some of the influencing factors are the training and emotional make-up of the teacher, the level of ability of the children, the subject taught and the level of instruction, whether of primary, elementary or secondary grades.

In practice, class sizes have varied somewhat in the last thirty years, increasing after 1914 and reaching a peak in approximately 1930, after which a decline occurred, the result, no doubt, of lowered enrollments. In general, the size of the class decreases as school enrollment becomes less. According to some recent studies, the range in the elementary grades of city school systems is from approximately 25 to 35 pupils per teacher. Class size in private schools is smaller than in public schools. From these various studies the one figure that might be selected as the normal class size under normal conditions is 30 pupils per teacher.

The chief factors controlling teacher-pupil ratio are school enrollment and educational finances. A combination of large enrollment and inadequate finances inevitably produces large classes; a combination of small enrollment and ample finances creates, in general, small classes.

The chief focus of research has centered on the effect of class size upon pupil achievement but the results are too varied to draw any definite conclusions. Under typical teaching procedures
(Continued on page 10)

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mere size of class seems to have little significance for educational efficiency as judged by measurable pupil outcomes.
—WAYNE W. SOPER.

Marriage Course Needed?

Question: Would it not be a good policy in our postwar high school curriculum to require all seniors to take a course in marriage and family relations?—O.W.B., Mich.

ANSWER: There is no doubt but that all growing boys and girls of high school age need increased understanding of family relations and their influence on personality development. This understanding is necessary to their effective functioning as individuals in any relationship, both while attending school and later, and is particularly important for their attitudes towards accepting and carrying through the responsibilities of marriage and raising a family.

Twenty-seven per cent of men and 51 per cent of women are married by the time they are 24. Approximately 10 per cent of all boys and girls finish high school and 42 per cent complete the first year. In favored states and communities these percentages are much higher.

In most schools opportunities to understand family relations and their effect on personality development should be provided before the senior year. Such opportunities may be developed by means of discussion groups for pupils in the eighth through the twelfth grades. These groups may be sponsored cooperatively by social studies, home economics and other interested faculty members, such as biology teachers and those in charge of guidance.

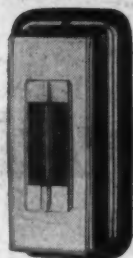
It has been found more effective to give courses on marriage to engaged persons. In a study of the personality development needs and interests of a large group of 18 to 25 year old men and women, it was found that they were particularly concerned with questions pertaining to home and family relations. Discussion and study of family relations should be developed in all high schools.
—RUTH ANDRUS.

Audit of School Accounts

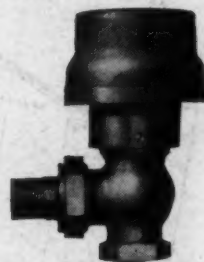
Question: Can the school board pay for an auditor from the educational fund in Illinois?—K.C.P., Ill.

ANSWER: Certainly. This is a desirable protection for taxpayers. Under the Municipal Budget Law, under which all schools (except boards of director districts) now operate, the accounts are supposed to be kept according to classifications suggested by the department of finance. Some taxpayer groups have suggested that school districts be required to have audits by certified public accountants or other competent persons. So far this is not part of the law although it is the practice of most well-run districts.—ALDEN B. MILLS.

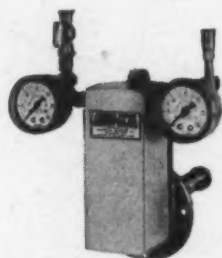
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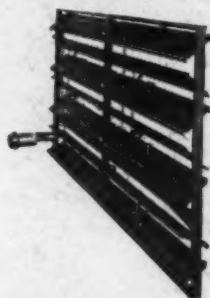
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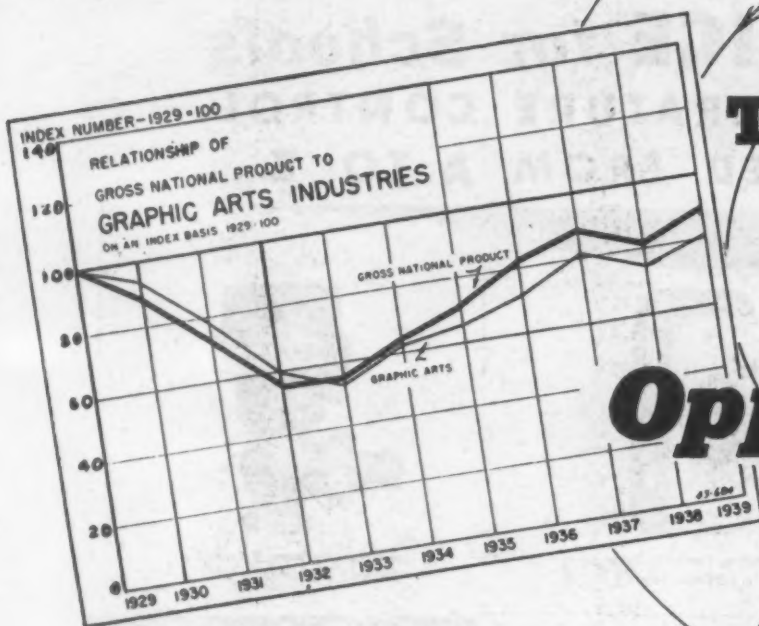


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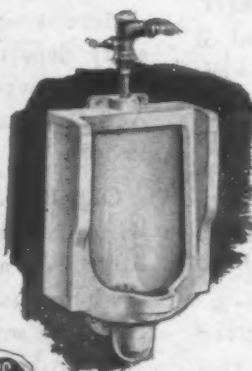
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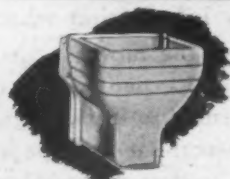
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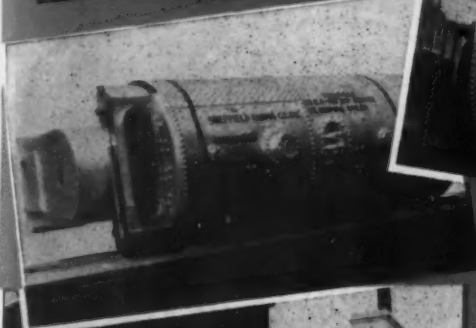
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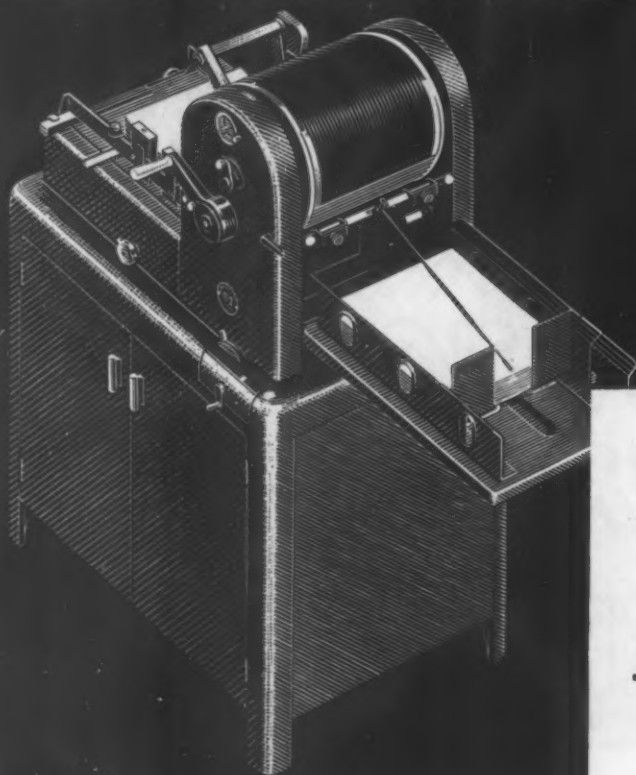
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LOOKING FORWARD

Let the People Know

GROWING sectarian pressures against the public schools are being felt in many communities from highly organized minority groups. The pattern of these pressures varies so little that the existence of a general plan appears to be indicated. First, certain members of the clergy sound off against "our Godless schools." Then a special interdenominational clergy-lay committee is formed to discuss the need for "bringing religion to our schools." Frequently a professional religious organizer or "teacher" appears. Soon a program is formulated by this group, usually braced by some "big community names" for psychological value. Then demands are made on the public school authority to cooperate.

If a board of education shows signs of hesitating, an "or else threat" is frequently added. The school authority usually succumbs to these pressures because its educational executive does not have exact information and has been "softened" prior to the demands, and thus the first dent is made in the concept of the American nonsectarian school.

The democratic way to meet these pressures is to bring them out into the open for full and free community discussion, giving every citizen and every group an opportunity to express an opinion. The board of education, as composed of representatives of the people, has the moral obligation not only to present the question for free discussion but also to point out the possible dangers as well as advantages that may accrue from acceptance of this practice. When this plan is followed, a matured public opinion develops so much doubt that boards hesitate to accede to sectarian demands.

The San Francisco experience in sampling public opinion last year is an excellent illustration. The intelligent and courageous resolution of the Detroit Federation of Teachers against demands on the Detroit and other Michigan public schools for the adoption of "released time" policies prior to a public consideration of the problem deserves great praise.

Whenever emotional problems of this type arise, it is wise to let the people know, discuss the facts objectively through forums or other discussion groups and look at the problem in all of its aspects before a board of education makes the serious mistake that may be

the first step in destroying a century of wholesome progress in the development of nonsectarian schools. Let us profit from sad continental experience and uphold the American plan of keeping church and schools separate.

Education Under Fire

PUBLIC education in the United States has been under fire for several years from numerous sources. Sectarrians representing all shades of belief have intensified a barrage that began in earnest at least five years ago. Army and navy brass hats have blamed the schools for everything from poor teeth to the incidence of neuropsychiatrics among our fighting men. The hirelings of Hearst have found fault with even the common-sense advances in methodology based on scientific experimentation.

Zealous secretaries of local manufacturers' organizations and chambers of commerce have roundly damned the schools because they do not consider their primary job to be the training of workers for industry. Judges in an offhanded way have generously given the schools too much credit for juvenile delinquency growing out of war conditions. College and university presidents have decried the "chaos" created by the "elective system," which had passed from the university scene almost twenty years ago. Still other university heads have raised grave doubts via the radio and other avenues of publicity as to the ability of the public schools to meet the difficult problems of universal classless education which is so essential to the continuation and improvement of twentieth century democracy.

These widespread criticisms have disturbed and, to a certain extent, confused the already overworked and war-weary teaching profession; public education as a result is now too much on the defensive. Teachers and administrators are so close to the firing line that they feel only the shock of the attack and fail to judge its general origin, purposes and methods. Closeness to the scene obscures perspective.

Dr. V. T. Thayer, director of the Ethical Culture Schools and a rational educational progressive, after long and deep study of these problems has brought together in very readable book form a series of analyses entitled "American Education Under Fire" (Harper

& Brothers) in which he attempts to orient these pressure propagandas in terms of their total implications. He first presents the conflicting theories and trends in American democracy, concluding with a stirring statement of a free man's faith for the postwar world. The second part analyzes some of the highly controversial issues concerning the purposes of public education, religion in the schools, postwar youth needs, the moot question of indoctrination and the differences between "schooling" and "education."

Although a number of areas remain unexplored, this is one of the first books to coordinate the apparently unrelated attempts to force public education into an even more conservative and reactionary mold and to define the general individual and group fear and uncertainty that produce these pressures. A thorough reading of this small volume will give better understanding of and greater certainty to the teaching profession.

Unwise Suggestions

RECENT suggestions by federal war agencies that public school teachers reduce drastically the number of examinations to save paper and time for "other duties" is just another instance of small, ignorant men behind large desks in Washington blatantly pontificating on subjects whereof they have only a confused knowledge.

The periodic testing of instruction to measure its effectiveness is an essential and integral part of the teaching process. The use of the written examinations as diagnostic and appraisal devices cannot be discarded at the whim of a federal official any more than factories can afford to throw away their calipers or other measurement instruments.

If there is greater need for the conservation of paper it is respectfully suggested that the numerous Washington bureaus and agencies reduce the tons of unnecessary propaganda printed monthly and distributed throughout the nation at public expense. Reduction of government printing to absolute essentials would not only save thousands of tons of paper every month but might also permit the redirection of much manpower to the war efforts. If all of the specialized and unnecessary publicity personnel now in federal employ were inducted into service, a considerable force might be added to the European front. There might also be a great incidental savings in tax monies.

The Army Acts

ATTENTION was called in these pages in 1943 and again in 1944 to the dangers of the shortsighted and stupid policy of the United States Army with respect to the indiscriminate induction of young scientists, doctors, dentists and teachers into active military service to the detriment and actual future danger to these United States.

The army brass hats appear so uncertain of themselves and their manpower policies that whenever a senator or a representative in Congress raises a question concerning selective service they rush blindly and wildly into indiscriminate and even stupid procedures. When a question was raised several years ago in Congress concerning "the safe ride enjoyed by the college boys," the army chiefs, instead of explaining the absolute necessity for continuing the training of the young men who will be the front line scientists and the first line of defense in total preparedness for the postwar generation, simply ordered the essential education of these scientists terminated and inducted most of them into active service. The results of this ill-advised policy are beginning to show.

Dr. Merriam H. Trytten, in a recent issue of *Scientific Monthly*, shows the steps we have already taken on the road to "scientific bankruptcy" in the next generation. As measured by the decline in the advanced degrees earned, the following unpleasant results may be credited to brass hat stupidity: Degrees for chemists declined from nearly 800 in 1941 to less than 200 in 1944; the number of graduate mathematicians dropped from 100 in 1940 to approximately 40 in 1944; the number of graduate engineers decreased from 80 in 1940 to less than 10 in 1944, and the number of physicists declined from 200 in 1941 to less than 60 in 1944. There are no immediately comparable figures for medicine, dentistry and men teachers of secondary and advanced education.

Unless the military authorities can be persuaded to find the potential future scientists so senselessly inducted into service and return them to their advanced work, the United States may find itself severely handicapped in the postwar period by a dearth of capable and competently educated individuals. There are no short cuts in the training of scientists and members of other professions. If even part of this generation of gifted individuals is lost to our postwar life, the results will be serious.

It is difficult to understand the military mind. The time of our high officials, when not creating a diversion for their own shortcomings by damning labor, seems to be spent in lobbying most intensively for a year's complete control of American youth in compulsory service. Compulsory service, as pointed out in the February issue, is only one of many aspects of preparedness. It is increasingly difficult to have confidence in the competency of military leadership that on the one hand is willing to sacrifice a generation of scientists and on the other emphasizes out of all proportion universal military training. The American people will be wise if they refuse to accede to current demands for compulsory training until after the war when the entire problem can be considered in all of its aspects by representative groups of American citizens.

The Editor

Secondary Education in Transition

ARTHUR B. MOEHLMAN

SECONDARY education in the United States has been in a state of transition for the last half century. The movement to democratize and popularize the high school started in about 1895. The struggle between the academic and the social traditions, now at least ideologically completed, has produced an eight year span for secondary education beginning with the seventh grade and ending with the fourteenth.

Stimulus for the great change from the high school of the 80's as an "exclusive and high-toned academy preparing for the professions" to a broad school of the people dedicated to the welfare of all youth was not accomplished easily or quickly.

The significant leadership of Angell, Eliot and Harper during the late 90's in urging a more reasonable organization of secondary education as embracing the period of education for adolescents actually required fifteen years of discussion and fermentation before the two upper years of the conventional eight year elementary school were first organized independently as either a two year unit or a three year unit in conjunction with the ninth grade.

Junior College Movement Begins

It required at least another decade before the cautious community development of the thirteenth and fourteenth grades as the junior college movement, long an integral part of that unique product of the frontier—the American college—obtained initial acceptance. Some of these early experiments quickly grew into large urban universities but the majority have remained as pale imitations of the conventional arts college.

No country in the world can yet match our almost unbelievable growth in secondary school enrollment since 1895, stimulated primarily by social and economic forces outside of the teaching profession. The social idea in American public education

was extended to the eighth grade by 1900, to the twelfth by 1920 and to the fourteenth by 1940.

Lack of experience with this type of universal public education, the tenacity of vested job-interests within the teaching profession, divergent views among the professional educators and a rapidly changing technology made it impossible to develop immediately any completely logical or stable secondary organization. The struggle between the vocationalists and the academic traditionalists began in about 1910. The vocationalists were tough realists and made great gains through aggressive lobbying, with World War I as an emotional springboard. They first tried to establish a dual system of secondary education that would have quickly developed a class-mass type of secondary education.

Vocationalism Revived

There was a general reaction against this idea of dualism in public education and Wisconsin was the only state to accept even in part the philosophy of the vocationalists. It was dropped for a time but has returned during World War II in the guise of the Adler-Hutchins neo-Thomism in some university circles and in "area vocational schools" or "area institutes" on the secondary school level. This movement, justified on the grounds of economy rather than of sound educational philosophy, has made some early headway in Connecticut and in New York. Michigan rejected it vigorously in favor of the classless comprehensive secondary school which will provide for all types of abilities and for varieties of terminal curriculums.

While the vocationalists were aggressively developing their peculiar brand of educational pressure politics and surging for power under concept of a possible school-industrial alliance, the academic leaders were not without their share of blame.

Instead of meeting the reasonable and sensible growing social demands for a more realistic and genuinely democratic secondary education, they depreciated the practical trends or else considered the vocational division as a dumping ground for the so-called "non-intellectuals."

As a result of these factors the transitional secondary organization presents many weaknesses that need careful and early consideration. The most frequently encountered practice is the makeshift 3-3-2, or junior high school, senior high school and junior college. None of these units is particularly stable or well adjusted organizationally to meet emerging curricular trends.

Vocational training was started in the ninth year in 1920 and many children completed their education at this point. Changing demands and higher industrial induction ages already evident before World War II now make the beginning of terminal vocational education before eleventh grade a dubious educational practice. It is, therefore, logical to assume the extension of the lower secondary school (7th to 10th grades) into a stable four year organization with an integration of the upper secondary years (11th to 14th) into a second four year unit.

New Trend Increasingly Evident

In terms of curricular specialization and general instructional, physical and social factors the emergence of transitional secondary school organization into two stable four year schools, either separately in large urban centers or within the same building in smaller communities, appears both sensible and logical. A number of examples of this organization are already in practical operation. The next decade should see a tremendous swing toward the 4-4 secondary school, comprehensive in form, social in type and dedicated to the needs of all American youth.



First Air Force Photo

A modern poultry farm is found on the grounds of Old Farms and many of the trainees are learning the poultry trade, not only as a hobby but as a means of earning their living in the years that are to come.

cal or surgical treatment at the Army General Hospital before being assigned to the center.

Old Farms is not, and of necessity cannot be, a vocational training school but it can and does show the blind soldier, through experience, that there are few jobs for which he cannot fit himself if he has the determination. Although the number of blind cases in the entire Army is less than 200 at the time of writing, the four months' rehabilitation program at Old Farms is one of the most carefully planned and executed of the government's programs for the benefit of wounded service personnel. The patients are shown that as blind men they need lean but little on their fellow citizens for help.

Visitors to Avon are constantly startled to find that the man they supposed to be one of the trainers is really one of the patients. More often

THE ARMY Rehabilitates Its Blind Soldiers

THE aim of the Old Farms Convalescent Hospital at Avon, Conn., where a unique course of training is being carried on as part of the reconditioning program of the Army Medical Corps, is to turn war-blinded servicemen into useful, self-reliant citizens, physically and mentally prepared to take their place in normal civilian communities.

The hospital is ideally located and equipped with dormitories which afford the patient privacy and spacious grounds where he can stroll at will, protected from the outside world until he learns his way around. A larger city near by makes it possible for him to become re-

accustomed to life in an urban community.

The primary aim of this hospital, which is housed in the former Avon Old Farms School for Boys, is to build the self-confidence of the trainees and to help them "learn how to be blind." All are physically sound, having completed their medi-

than not, the man gives no indication of his blindness as he strolls around. He stands erect and walks with an air of assurance not ordinarily associated with the blind.

The center now maintains a staff of about 100 specially trained civilian and military supervisors, including vocational advisers and occupational

LT. WILLIAM A. JAMESON

Public Relations Officer, Old Farms Convalescent Hospital
Avon, Conn.

therapists. It is planned to increase the size of the staff proportionately in the event of an increase in the number of blind casualties.

Some blind instructors have been selected to assist in helping patients reconcile themselves to and overcome their handicaps. These instructors conduct classes and personal interviews and teach the men reading, writing and typing by the Braille method. Approximately 50 enlisted specialists make up a cadre at the hospital. It is their job to train the men, either individually or in groups, in how to take care of themselves in all the activities of ordinary daily life and to encourage them to develop confidence and self-reliance.

In the effort to reorient these men to all phases of a normal life, the program is arranged to include many social activities. Parties, dances, shows, concerts and games become part of the routine. And the patient takes part in these activities not with other blinded men alone but also with the sighted men of the hospital detachment so that he does not become just another blind man among blind men.

Trainees Have Vocational Guidance

Courses in Braille and typing begun at Dibble and Valley Forge general hospitals are continued at Old Farms and in many cases the servicemen receive academic preparation that aids them to resume an interrupted education. Important, too, are the tests given each man to determine his basic skills and interests. Counselors then discuss with him the problems that go with the various activities in which he is interested. Speakers from outside present points of view in support of the work he may have selected.

As a further aid to readjustment, representatives of the Veterans Administration are on hand to work with the patient on his personal problems after discharge. Upon completion of a patient's social adjustment training, the Veterans Administration will arrange for any additional training that he will require to fit him for a job, will help him find a job and maintain contact with his employer in seeing that he makes satisfactory progress.

As his training progresses, each man is given an opportunity to work in near-by factories. The actual performance of work for which he is



It's not all work at Old Farms for the Army realizes that to be well adjusted, the blinded must feel at ease in the social as well as the business world. Dances are held once a week. Bowling parties, wiener roasts, picnics and hikes are also held where the men mix with the sighted and learn that they can enjoy many social activities.



War Department Photos

"Trainees," as the patients at Old Farms are called, write, edit and print a weekly four page paper for the benefit of their whole group. Two of the soldiers are shown in the completely equipped print shop putting the latest edition "to bed." For some it means learning a new basic skill, for others it is the continuation of a known one.

paid while still under medical supervision aids substantially in building confidence in his ability to take care of himself and his family. Upon dis-

charge from the hospital, these men are ready to take their place in a civilian community and to lead a normal life in spite of blindness.



First Air Force Photo

The entire rehabilitation program for blinded servicemen is planned to give the trainee confidence in his ability to lead a useful life in the community.

Here the men are seen obtaining their food in a cafeteria unaided. All are taught to feed themselves and to perform other routine daily tasks, such as shaving and dressing.



First Air Force Photo

Occupational therapy plays an important rôle in the rehabilitation program. A blinded serviceman is shown operating a drill press. Near the end of their four months' stay at Old Farms, the men are employed in near-by plants and shops, many earning more than \$50 a week. Employers report that they more than keep up with sighted workers.



War Department

Down the steps, alone, with no artificial walking aid, comes one of the Old Farms trainees. Men are first given a guide to orient them to the hospital and grounds; then they study a table model of each building, learning with their fingertips the location of each doorway, staircase, window. At the end of a few weeks' training, most of them can walk around alone at will with an unhesitating step.

Disadvantages of Area Vocational Schools

*are shown in a plan
proposed in Michigan*

EUGENE B. ELLIOTT

Superintendent of Public Instruction for Michigan

A PROPOSAL setting forth a Michigan pattern for area vocational-technical schools has been tabled by the Michigan Board of Control for Vocational Education on the grounds that local responsibility for education would be drastically and harmfully curtailed by its acceptance.

Adoption of the proposal would open the way for a dual system of education, thereby changing a hundred year tradition of complete educational authority centered in the local public school systems. The suggested plan was drawn by the Council for Vocational Education Administration, an advisory committee to the state director.

The declaration provides that only schools designated by the state board of control for vocational education in consultation with the superintendent of public instruction would be eligible to receive funds as area vocational-technical schools. These schools would be limited in their instructional offerings for which reimbursement would be made to the subjects and courses authorized by the board and the state superintendent. Since the area vocational-technical school is approved as a single school, it would have little, if any, organic relation to the local system.

Service Areas Would Vary

The service areas of approved schools would be "determined by the need for training in the area to be served, the ease of transporting students to and from the area school or the ease with which students can be housed and boarded at the area school in cases in which transportation is not feasible. The service area may comprise several cities or townships, be countywide, include several

counties or the entire state." It would be possible for whole local school systems to be in several areas of vocational-technical training.

A further encroachment upon local school district responsibility is the requirement that the state board of control for vocational education approve the membership of the local advisory council. The formation of this council would be mandatory on the part of the designated area school. This infringement of local autonomy takes an even more serious turn when it is observed that "responsibility of planning and establishing area vocational-technical schools rests with the local board of education, advisory council and the state board of control for vocational education."

Would Require Advisory Committee

An additional advisory committee is required whenever training programs involve management and labor. These committees would be composed of an equal number of representatives of management and of labor.

The proposed plan provides that only the more capable pupils would be allowed to enter the vocational-technical training program. It may be presumed that the state board of control for vocational education would review the eligibility of trainees since "the entrant must show evidence that he is mentally and physically qualified to benefit by instruction given in the area vocational-technical school." Training would be limited to pupils who are at least 16 years old and have completed the eleventh grade or its equivalent.

The plan submitted to the state board provides that "the equipment

necessary for adequate area vocational-technical schools shall be provided by the federal and state governments." This equipment would be moved from one school to another "at the discretion of the state board of control for vocational education." This constant threat of equipment removal would provide another important control over the local school.

Local boards of education would be restricted in reimbursable programs to the employment of teachers who were approved by the state board of control for vocational education. Thus the state vocational board would be able to place drastic limitations on the supply and type of personnel by the imposition of special qualifications and standards.

Purpose of Proposed Schools

According to the text of the proposal, the area vocational-technical schools would not supersede vocational or vocational-technical programs now in existence or prevent their establishment in existing high schools or other educational institutions. "The main purpose of the area vocational-technical school is to provide vocational and vocational-technical education opportunities for those youths and adults who find no opportunity for such training in their local communities."

Despite this avowal of good intention, however, it is apparent that this new type of institution would enter the lists as a rival of the community school system, whose program would be progressively reduced to an academic curriculum, perhaps supported by skimpy vocational education offerings.

It is everywhere conceded that the problem of providing adequate vocational training for Michigan youth is one of great importance for the future. For the solution of this problem it is necessary that Michigan should be properly organized for education. The development of community school districts, with their urban core and their surrounding natural market area, is undeniably a better solution to the problem than is the creation of rival area school systems.

As planned by the Michigan Public Education Study Commission, the community school districts would be large enough to provide a wide variety of vocational, technical and general training through the four-

teenth grade. Wherever training of specific technical character cannot be provided locally, students could be sent to other districts. The gains that would accrue from having the home school district responsible for training or for transfer would be immeasurable. And under the community school plan there would be no infringement upon local responsible administration.

The state board of control for vocational education, in considering the proposal to establish area schools, has thus been obliged to review the en-

tire structure of Michigan's educational system. It has concluded that the establishment of such a duplicate or rival educational organization as is implicit in the area vocational-technical school concept is undesirable and unnecessary. Its establishment, under the terms of the proposal which was made, would lodge the power of arbitrary action with the state and would infringe upon the rights of local school districts to administer their schools.

For the foregoing reasons the proposal was laid on the table.

area of the state is in the "approved plan" stage, getting ready for the final step of holding an election for the people's decision on the plan of reorganization worked out by the county committee and approved by the state committee. This area contains approximately 3 per cent of the school population of the state. At the time of the present writing, county committees were in the process of preparing plans for school districts comprising 22.2 per cent of the geographic area of the state. This area contains approximately 5 per cent of the school children enrolled in the schools of the state.

One of the chief purposes in school district reorganization in the state has been to organize "natural" school districts. The aim has been to have in a given school district the area which it would naturally be expected to serve under existing social, economic and geographic conditions. Thus, there are a number of cases where it is desirable to have a district include territory in two or more counties. In such cases, the preparation of the proposed plan for that district requires joint county committee action.

Joint Committee Action Required

Each county involved appoints from its members persons to serve on the joint committee to work out a proposed plan for the given area. To date, 37 school districts have been proposed by joint committee action and approved by the state committee. A considerable number of these plans have also been approved by the people and, hence, are legally organized school districts. Thirty-two of the 39 counties in the state were involved. No undue handicap has been encountered in working out plans where joint committee action is required.

Size alone is not a factor in the present reorganization program. The aim is to have school districts large enough to provide all children in the state with a comprehensive program of modern education, carried on by capable teachers under able administrative leadership and in such way that school funds can be spent efficiently. When this objective is achieved, we feel it to be the duty of the state to see to it that adequate funds to underwrite the program in all schools are available, regularly, for use as needed.

Redistricting Plan Works Well

LESLIE L. CHISHOLM

Associate Professor of Education, State College of Washington

THE legislature of the state of Washington in 1941 passed a law which set in motion a statewide program of school district reorganization. At the time the new legislation went into effect on April 1, 1941, there were some 1350 school districts in the state. The situation at that time, however, was much better than it had been ten years earlier. Considerable progress had already been made through the operation of an old and inadequate school district consolidation law.

Provisions of the New Law

It is necessary to be familiar with three provisions of the new law in order to understand the progress made and the status of school district reorganization in the state. First, the proposed plan for the reorganization of school districts in any given county must originate through the action of the county committee on school district reorganization. County committees are charged by law to prepare a comprehensive plan for the entire county, considering each proposed new district as a part of the plan or as a desirable step looking forward to the plan. There are 39 counties in the state and, hence, 39 county committees.

Second, the plan proposed by a county committee must be approved by the state committee on school district reorganization. This is a committee of the state board of education and was created by special pro-

visions in the legislation of 1941. If the state committee feels that a proposed plan is inadequate, it returns the plan to the county committee for further study and thought after which the county committee then re-submits the plan.

Third, the final decision must come through a majority vote of the people in the total area of any proposed local school district.

The entire area of the state is in one or the other of three stages of school district reorganization: (1) school districts which have already completed reorganization or have been approved as adequate without reorganization, (2) districts in which plans for reorganization have been approved by both the county committee and the state committee but the election involving the vote of the people in the proposed districts has not as yet been held and (3) districts in which the need for reorganization is being considered.

Most of State Now Redistricted

Between 60 and 65 per cent of the geographic area of the state is in school districts which have met all the requirements of the law concerning reorganization; the job is done. This area contains approximately 92 per cent of the school population of the state. In this area, more than 600 school districts, or approximately 45 per cent of the original total, have passed out of the picture since April 1, 1941. About 15 per cent of the

For My Son

I want an

UNPRACTICAL EDUCATION

GEORGE M. McGRANAHAN

Assistant General Manager, Dow Chemical Company of Texas
President, Board of Trustees, Independent School District
Brazosport, Tex.

PARENTS, employers, trade associations, the makers of curriculums and youngsters themselves persistently demand that "something useful" be taught in school, meaning thereby, I suppose, something which will enable them to earn a living. Must the teacher always heed this demand, which cheapens his calling? Is his way out to attempt to teach something practical and useful or will he realize that it is far better to educate men and women for the art of living richly and fully than it is to satisfy the whims of pupils and employers?

Opposes Practical Education

As a product of a university education, as an employer and as a father of two sons, I am putting up my plea for an unpractical education. I do this knowing that the right kind of an unpractical education is the only kind that is most practical. I lay more stress on pupils' getting out of school those values which can be had nowhere else than I do on learning "something useful."

My complaint against this current demand is, first, that training youth to earn a living is not education; second, that a specific training may keep the youngster from earning the best kind of living, and, third, that it can't be done in school anyhow.

All of us have seen cases of men and women who have been trained in an art or skill which is obsolete and who lack adaptability to changed

conditions. We have seen cases in which the fields chosen by parents or advised by teachers or selected by pupils have not proved to be as expected. We have seen men left standing where they were in forward-moving organizations merely because they did not have a broad fundamental training which would enable them to move with the current.

Wants Intellectual Vigor

We must agree that just so much can be accomplished in sixteen or eighteen years of formal schooling. I want the schooling my sons receive to be of such character that they can use it in whatever field of endeavor they may enter. I want their studies to develop in them intellectual vigor and to provide them with standards and ideals which will help them solve the problems of life.

I am telling of the need of industry and of what I personally ask of the teaching profession. Will a program of practical education make education unpractical? I believe that teachers should endeavor to give pupils a broad and fundamental education. They should concern themselves more with what they do to develop pupils' minds and characters than with what incidental facts the pupils accumulate.

I assume that it is not a legitimate function of an educational institution to use the funds of society as a whole to fit certain particular individuals to earn a living through advantages

which are not universally enjoyed.

On the other hand, I conceive that the real purpose back of state and social support of education is the fitting of pupils to live richly and fully and to contribute to the welfare of the social group that has paid for their education.

Whether or not this is the true purpose of education for these boys of mine, I am more interested in whether they shall be able to spend wisely and to enjoy fully what they earn than I am in the amount of those earnings or the ease with which they are acquired. I would prefer that education fit them for happiness and decency in poverty rather than for acquiring wealth through the sacrifice of themselves and their character.

School and Life Problems Differ

I have suggested that no school can or should give a narrow practical training. The life of a pupil under a practical program is artificial. He is forced to march more or less in lock-step with his fellow-pupils through a definitely laid out curriculum. Life doesn't work that way. Individuals in the ever-changing world forge ahead or drop behind. Both decent and brutal competition exists. Some persons assume leadership and others follow. The whole atmosphere of school necessarily and essentially differs from that of life in adult society.

Let us suppose that real life problems could be introduced within the school walls. The question remains as to what value could be derived from solving them. Any professional work is a live thing related to rapidly changing life. The ink will not have time to dry on a pupil's diploma before the problems crying for solution will have changed. What point, then, in teaching youngsters formulas and data, however accurately, if they become necessarily obsolete within a short space of time? A teacher can obtain industrial facts to teach to his pupils from industry, but the pupils, upon graduation, bring back to industry, a little late and a little shop-worn, only the specific facts that already are known. They bring with them no new potentialities or capabilities for solving problems.

We in industry want something much bigger than this. We need young people of keen perception, sound and orderly analytic ability;

we want them to be able to analyze facts as they arise from day to day and to draw new conclusions from them.

Let it be understood, too, that the teaching of a practical skill or trade contains some elements that are not

worthy to be continued and that some practice is positively wrong. The major part of the lifework of any man must be to create new practice, to correct and improve what exists. Not one of the world's great discoveries and inventions has come

by the process of yielding up these things which the mind has absorbed.

What little practical training may be necessary for a youth can quickly be grasped by him through his contacts following graduation in the only school of practice—life itself.

Rural School Combats Delinquency

HOWARD H. MOSHER

Supervising Principal, Nichols High School
Nichols, N. Y.

SCHOOLMEN seem to be in general agreement that there is little actual juvenile delinquency in rural areas today. Assuming that this is true, these same educators, nevertheless, must bear in mind that whenever children are gathered together in relatively large numbers, there is always the problem of potential juvenile delinquency.

So long as this delinquency remains at the potential rather than at the actual stage, there is little to fear. Educators are agreed also that the school has a real responsibility to young people in helping them adjust themselves to trying conditions, many of which have been brought about by the war.

The board of education of Nichols, N. Y., and the professional staff of the high school became interested in this problem in the spring of 1944 when a juvenile delinquency questionnaire from the state education department reached the school. While there was no actual delinquency in this rural area, it was felt that there was a great deal of so-called "slack time." If the school was to accept its rightful share of responsibility, this slack time might well be utilized in a constructive manner.

We may accept the following generalization as true: No juvenile delinquency exists between the hours of 9 a.m. and 4 p.m. The board of education and the professional staff adopted this statement as a basic principle upon which to formulate their technics in the construction of a program which was aimed at helping to prevent juvenile delinquency.

It was agreed that if this principle was valid, the school would need to be the center of a great deal of activ-

ity which heretofore had been of the negative, nonsupervised, out-of-school type. In the past it had been the practice of the professional staff and the student council to hold social or athletic events on Friday evenings. There was no other school activity during the week. In order to take up some of the slack in the out-of-school time of the boys and girls it was decided that the school should be opened on other evenings and all its equipment made available, under proper supervision, to the youth of the community.

The board of education and the professional staff concluded that it might be well to include the adults also in such a program since their presence would be an influence for good. Special and regular teachers, together with interested citizens, were assigned to act as guidance directors for the program. Two teachers and two laymen were present each evening to guide and supervise activities. The program as it is functioning today is organized in the following manner.

MONDAY AND WEDNESDAY 7:30 TO 9:30 P.M.

1. **Industrial Arts:** Woodworking, metal-working, ceramics and welding. Both high school pupils and adults bring objects from home to be repaired or rebuilt or new objects are made. The industrial arts teacher is available at all times for guidance and supervision.

2. **Agriculture:** Machinery repair, testing of milk, seed germination and general agricultural research.

3. **Typing:** Use of typewriters by pupils and adults who have had training and "Public Stenographer"

service by pupils available to assist adults who have typing they wish done.

4. **Business Machines:** Gelatin duplicating, stencil duplicating and adding machine work.

5. **Music:** Phonograph and records; piano; radio; dancing lessons during semimonthly rehearsals of school dance band.

6. **Library:** Library books lent, reference material used and art supplies available.

TUESDAY AND THURSDAY 7:30 TO 9:30 P.M.

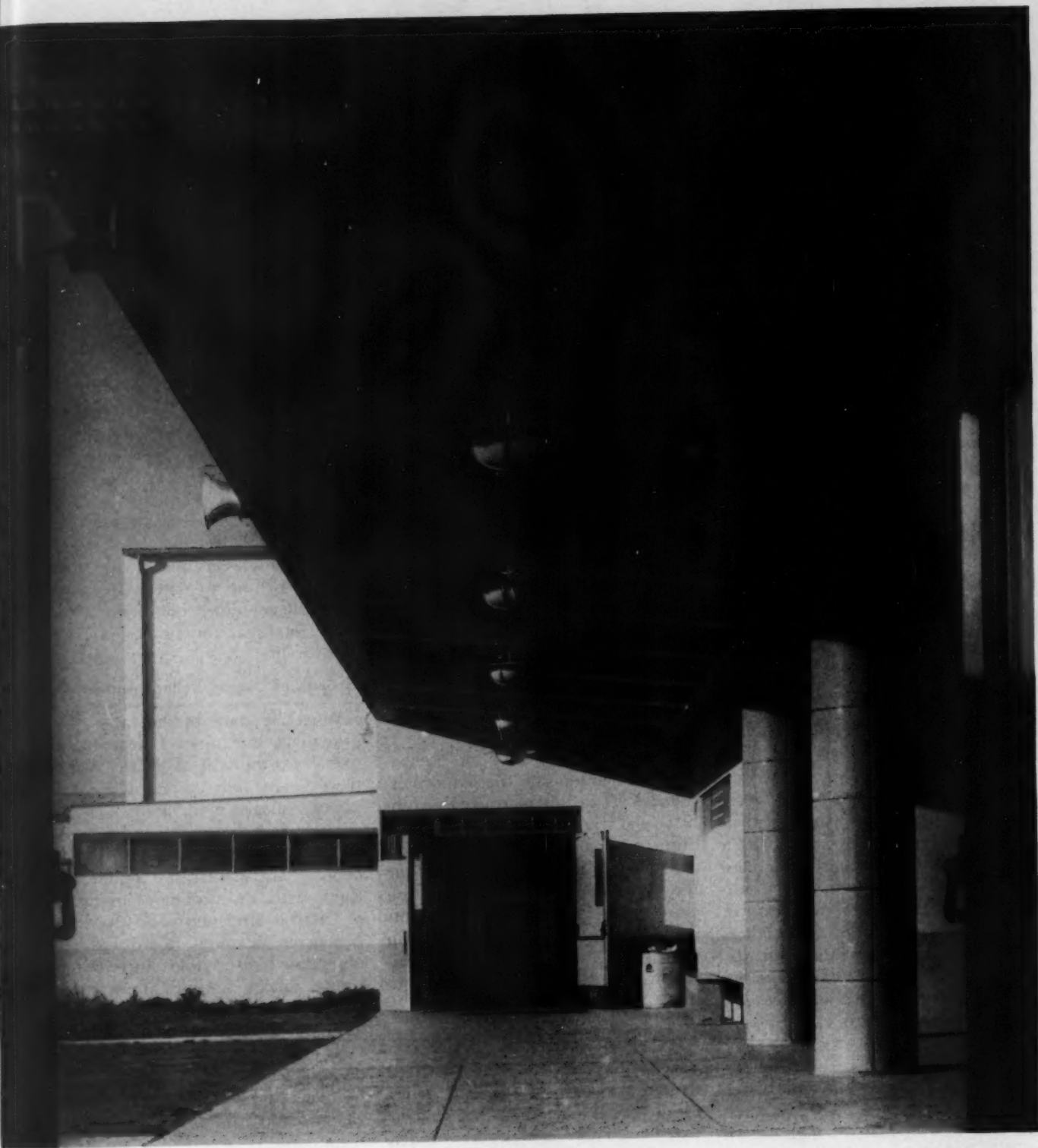
Gymnasium (under supervision and guidance of the coach and physical education instructor): Calisthenics, dancing, dramatic productions and games, including basketball, volleyball, ping-pong, shuffleboard, badminton.

FRIDAY EVENINGS

The Friday evening social or/and athletic functions have been retained. It is surprising to note the number of boys and girls who return to the school to study for an hour before participating in the activities.

Unquestionably the problem of potential juvenile delinquency has been greatly lessened, if not almost entirely eradicated, by this program. The spirit and morale of the student body seem to have been toned up as a result of the school's guidance during out-of-school time.

The board of education and the professional staff feel that the effort, time and expenditure of money are completely justified when they see how the boys and girls become happier, more socially competent and better adjusted.



Visalia Junior College, Visalia, Calif. H. L. Gogerty, architect.

Community Colleges

Junior Colleges Are Here to Stay

THE stability of any phase of American education may be judged by its underlying philosophy, by the special conditions which it is adapted to meet, by its past development and present status and by the attitudes taken toward it by recognized educational leaders. Judged by these criteria, the junior college, as one significant phase of American education, has considerable claim to stability.

A junior college can be organized satisfactorily and judged fairly only in terms of its own philosophy of education, its individually expressed purposes and objectives, the character of its students, the needs of the community it serves and the nature of the American democracy of which it is a part.

Junior Colleges of Many Types

Junior colleges, therefore, follow no single pattern. They include a wide variety of types. Some are publicly controlled; others, privately controlled. Some have developed as upward extensions of public high schools or of private academies. Others have resulted from the amputation of the upper two years of weak senior colleges. Still others have been organized independently. Many are church related. Some are state controlled but more are operated as integral parts of local public school systems.

More than 90 per cent of them are two year institutions but some cover three or four years, combining the last one or two years of high school with two years of college grade work. As a pioneer institution, experimenting in a relatively new field of American education, it is desirable that the junior college should have a high degree of freedom in its adaptation to the needs of the clientele to be served.

One of the fundamental economic and social changes of the present century is the gradually increasing age of young people seeking permanent employment. There is a wealth of evidence to support this statement.

WALTER CROSBY EELLS

Executive Secretary, American Association of Junior Colleges

Except for the temporary reversal resulting from highly abnormal war-time conditions, this long-time trend may be expected to continue. More and more we can expect that young people will not obtain permanent positions in our industrial and commercial organizations until they are 20 or 21 years of age.

There is also increasing need for a higher level of general education which can be met to a large extent by two years in the junior college. The complexities of modern life, both mechanical and social, national and international, demand a more comprehensive preparation for intelligent citizenship than has been needed in the past.

A greater need, also, for occupational preparation on the semiprofessional level in our increasingly complex civilization is shown by numerous studies and by common experience. This, coupled with the fact that young people are entering employment at a later age, points inevitably to the junior college, in some of its many forms, as an institution suited to the needs of thousands.

Future Is Promising

Young people of high school graduation age have a life expectancy seven years longer than that of their parents. They can well consider, therefore, taking two of these extra years of life for more adequate preparation for the future. There are many reasons to expect that a junior college education tomorrow will be as common as is a high school education today.

To thousands of young people, who otherwise would be deprived of such an experience, the junior college offers an inexpensive and convenient opportunity for two years of collegiate education, both cultural and vocational. It is an institution

in which intimate contact is possible with sympathetic instructors more interested in teaching and in students than in research and specialization. It is an institution making transition easier from the guarded restrictions of the high school to the independent responsibility of university and adult life.

The junior college is designed not to supplant but to supplement the traditional American college and university. It is peculiarly fitted to the needs of many returning servicemen who will feel that after spending so many years in the war they are not willing to take a full four year college course but desire some more intensive and briefer preparation for life.

Growth of Junior College Movement

What are some of the facts as to growth of the junior college movement? At the time of World War I, there were only about 100 small junior colleges, with a total enrollment of less than 5000 students. At the time of our entrance into World War II, there were 600 junior colleges, with an enrollment in excess of 300,000 students. The National Resources Planning Board has recommended a sixfold increase in junior college facilities immediately following the war. Junior colleges are now found in 46 of the 48 states. Bills are now before the legislatures of several states authorizing establishment or expansion and increased support for junior colleges within their borders.

What do some of the educational leaders think of the significance and stability of the junior college movement?

"The most wholesome and significant occurrence in American education in the present century," says Dr. Ray Lyman Wilbur, former president of Stanford University.

"The fastest developing field of American education," says Commissioner John W. Studebaker.

"The most significant mass movement in higher education ever wit-

nessed in an equal period of time," says Dean Carl E. Seashore of the University of Iowa.

"An infant in the educational world, but it looks like a lusty one bound to grow," says President George F. Zook of the American Council on Education.

"Without parallel in the world,

the junior college has pioneered as a distinctive American development," says President Raymond Walters of the University of Cincinnati.

"The junior college today has an educational outlook, a sense of special function, an orientation to new needs and a momentum of growth, which together seem unassailable,"

says Ordway Tead, chairman of the board of higher education of New York City.

Thus all the evidence that it is possible to present in this brief statement points to the stability, soundness and increasing significance of the junior college as a vital phase of American education.

Youth's Interests Come First

Connecticut's 8 point program aimed at postwar needs

AMERICA has been able to mobilize her resources, human and material, in an unbelievably short period in order that a known and ruthless enemy can be destroyed. Without a central ministry of education, the armed services and productive enterprise nevertheless were the beneficiaries of an educational system which accepted the challenge of directly training millions and, because of the education which other millions had received, training within the armed services and within industry and business was facilitated.

Irrespective of criticisms that may be leveled at American education, the mere fact that it is a state enterprise administered locally is one guarantee that America can remain free from ideologies emanating from a central authority.

The educational enterprise, public and nonpublic, can be geared to the reconversion period. Whether or not we shall view the period following the war with as much fear as we viewed the trend of totalitarianism remains to be seen. Perhaps the major danger to the security of this country will come from the unobserved enemy within. At any rate, planning and wishful thinking must not be confused.

In this discussion the educational program as conceived by the state board of education in Connecticut and its relationship to the reconversion period are outlined in brief.

Fundamental Principles. The program being developed in Connecticut is based on several principles among which are the following.

ALONZO G. GRACE

Commissioner of Education, Hartford, Conn.

1. Vocational education, guidance and training will not create jobs. The major problem in this country is to provide sufficient jobs for all who are able and desire to work. The training job is relatively simple. The machinery for operation already is here.

2. National purposing in promoting the general welfare cannot be dismissed merely by talking about state's rights. A strong nation requires strong parts. There should be national purposing and a national interest in the general welfare of a people with administration of these social enterprises by states and communities. Unless states and localities do something more than talk about our problems, in the long run the federal government will evolve programs.

3. Specific training in advance of the knowledge of the manpower requirement is of limited value. From 80 to 90 per cent of the specific training required can be obtained on the job. Leadership by our specialists in vocational education is available.

4. Training programs should not be devised to retain present war training programs intact. The reconversion training program should be carried on at considerably less cost and with considerably less personnel. There is need to do more for ourselves.

5. New agencies should not be created at the state level to achieve the reconversion objectives. This is

no more desirable at a state than at the federal level.

6. Special schools for veterans under auspices other than regularly organized schools and colleges should be discouraged. This does not mean that the returned veteran should be placed with a group of immature youths but rather that each college, university or school should readjust both its program and structure in order that the returned veteran or the displaced war worker will not be subjected to practices and procedures unsuited to the needs or interests of his group.

7. Youths under 18 should be encouraged to remain in school and complete their education, including work experience, prior to entering the industrial life of the community.

8. Training programs should not be initiated primarily to magnify a particular program. Aside from the regular adult programs offered by the several institutions in a state, new training programs should not be based on speculation but on demonstrated need.

Procedures. Each public or nonpublic institution having the proper training facilities will doubtless make them available after the war as it has done during the war period. In order that there may be complete information concerning the postwar opportunities available, our state department will maintain, as during war time, an advisory committee on training. This will be composed of representatives of management and business, labor, educational institutions and the general public as well.

It will be the function of this committee, through educational channels, to obtain information about training programs and to arrange conferences with manpower and other authorities.

Program. It is not possible in this brief article to do more than outline the program contemplated in Connecticut.

1. The statutes have been amended to make the local board of education the most powerful organization in the community; in other words, a board of education that is authorized to establish educational opportunities from nursery school to college.

2. The statutes have been amended to permit the state board of education to receive any federal financial assistance that may be offered for the conduct of educational programs.

3. The old trade schools have been replaced by regional technical schools having an upper and a lower level educational opportunity. The upper level requires high school graduation for admission. It offers largely an adult education program operating from 4 until 10 p.m. It includes also veterans, disabled war workers or others who desire one or two years of specialization in a particular area.

No college credit is awarded and there is no intent that the technical school become a junior college. However, if any college desires to equate this experience and record it for college credit, that is its prerogative.

The dead-end opportunity has been withdrawn from "trade schools" and a new day in vocational education is developing.

4. The appraising and licensing of institutions is a function of the state board of education. This is a task which requires care in order that fly-by-night institutions may not operate.

5. The program involves the development of the comprehensive high school and we recommend the extension of local high school grades to include the thirteenth and fourteenth, wherever feasible.

6. A state high school diploma will be issued in all cases in which the local school does not desire to evaluate the military credentials and training of the individual. This is granted after examinations have been successfully completed.

7. The security of this country rests largely on the youth of the nation. The states, therefore, should see that young people have received an education designed to teach them not only how to live, but also how

to make a living. We need to develop in our people a deeper sense of responsibility for returning something to society as well as taking something out. We need a change from materialism to moral values.

A youth program has been transmitted to the state board of education and to the chief executive. It is designed to provide youth with the following benefits: (a) a knowledge of how to work and a work experience without competition with adult workers in the community; (b) a delayed period for entrance into the so-called labor market; (c) work-education experience in a state-operated civilian conservation corps camp or its equivalent; (d) state scholarships to develop ingenuity and to recognize talent; (e) a student aid and loan fund; (f) a physical fitness program; (g) a youth personnel service in local school systems, and (h) the bureau of youth services in the state department of education.

8. The liberal arts college, University of Connecticut and Yale University each has developed a postwar plan for education under the jurisdiction of the respective institutions.

States Must Take Leadership

It becomes increasingly evident that if the state and localities do not seize the opportunity for leadership, for the identification of problems and for an honest effort to solve these problems, the federal government certainly has an obligation to do so. Those who entered the first grade of America's schools in the 1930's are now the pilots, the navigators, the artillery men of this war.

There is need to eliminate institutional, departmental and personal competition and jealousy in the interest of youth. I am continually impressed with our reluctance to serve youth and our deeper interest in preserving the integrity of a program, a procedure or the structure of education within a given state. I am impressed also with the fact that too often our motive may not be to serve youth but rather to build the great institution.

We need quality in this country rather than quantity. Let us hope that there will be planning, wise planning, in our states and localities and that we can set aside our other interests long enough to plan the enterprise wisely.

Four Southern States Report

MISSISSIPPI has set up an independent statewide system of junior colleges. The entire state is zoned in order to give all sections equal opportunity. Twelve public junior colleges have been established under a state junior college commission to function as a part of the whole educational system. All except one are located on sites formerly occupied by agricultural high schools and consequently have the operating equipment to afford both academic and vocational courses.

The junior colleges of Mississippi have set up a statewide planning commission to work with the senior colleges and the War Manpower Commission to take care of returning veterans.

In Louisiana the junior colleges have developed as a lower division of the state university. Each local

community furnishes the sites and buildings but L.S.U. supplies the administration as well as the teaching staffs.

Any local parish or town may establish a junior college provided it can furnish site and building and provided L.S.U. approves the facilities and accepts them. Like those in Mississippi, the Louisiana junior colleges offer both college preparatory and vocational courses.

Arkansas is only beginning its junior college movement. A few colleges have been established, all under city sponsorship, as a part of the respective city public schools, and with no state aid.

A plan for a coordinated system of junior colleges in Texas, under the direction of a state commission headed by a commissioner, has been presented before the legislature.

What the PRIVATE JUNIOR COLLEGE Has to Offer

THE junior college idea originated in the thinking of educational leaders who were concerned about the function of education in our colleges and universities. That the instruction given in the "lower" division of the college should provide a broad general training rather than specialized training pointing toward specific vocational or professional work was the conviction of those educators who initiated the junior college idea.

A great percentage of students never progress beyond the freshman and sophomore years of the standard college. For them a specialized preparation for advanced study becomes largely "lost motion" in education. Those who do continue in specialized work need something more than professional "prerequisites" to ensure proficiency and competence as educated individuals.

Thus, the goals of higher education were broadened at the base to include education for complete living as well as education for expert scholarship for the few who continued in advanced study. This movement toward a broader purpose and function in education gained momentum rapidly. It appealed to administrators in both public and private schools.

Private Colleges First to Respond

As might be expected, the private colleges responded more rapidly at first than did the public colleges. Private schools, on the whole, enjoy the advantages of greater flexibility than public institutions enjoy and, because of the nature of their clientele and their sources of support, they are constantly on the alert for progressive educational ideas which will enhance the appeal of their programs.

From the beginning, the private junior college assumed a position of leadership in creating a new design for education. It sensed the inadequacy of established patterns and addressed itself to experimentation in curricular and administrative organization. This attitude has been partic-

JAMES M. WOOD

President, Stephens College, Columbia, Mo.

ularly characteristic of those institutions whose program offerings have met with great public response.

Because of its peculiar point of vantage in our educational system, the private junior college will continue to hold its position of leadership. It will conduct needed research, experiment with problems of organization, set up trial programs and chart new directions for development. And it will, or should, make available the results of its experimentation to the profession as a whole.

In one respect the private junior college, like any nonpublic institution, enjoys an exclusive privilege. It is free to attack the problem of religious training without the legal restraints imposed upon tax-supported colleges. Any frank analysis of general education goals focuses attention upon the need for broadening and deepening the "spiritual insights" of young people. The pattern of society will be determined by the pattern of values which the young

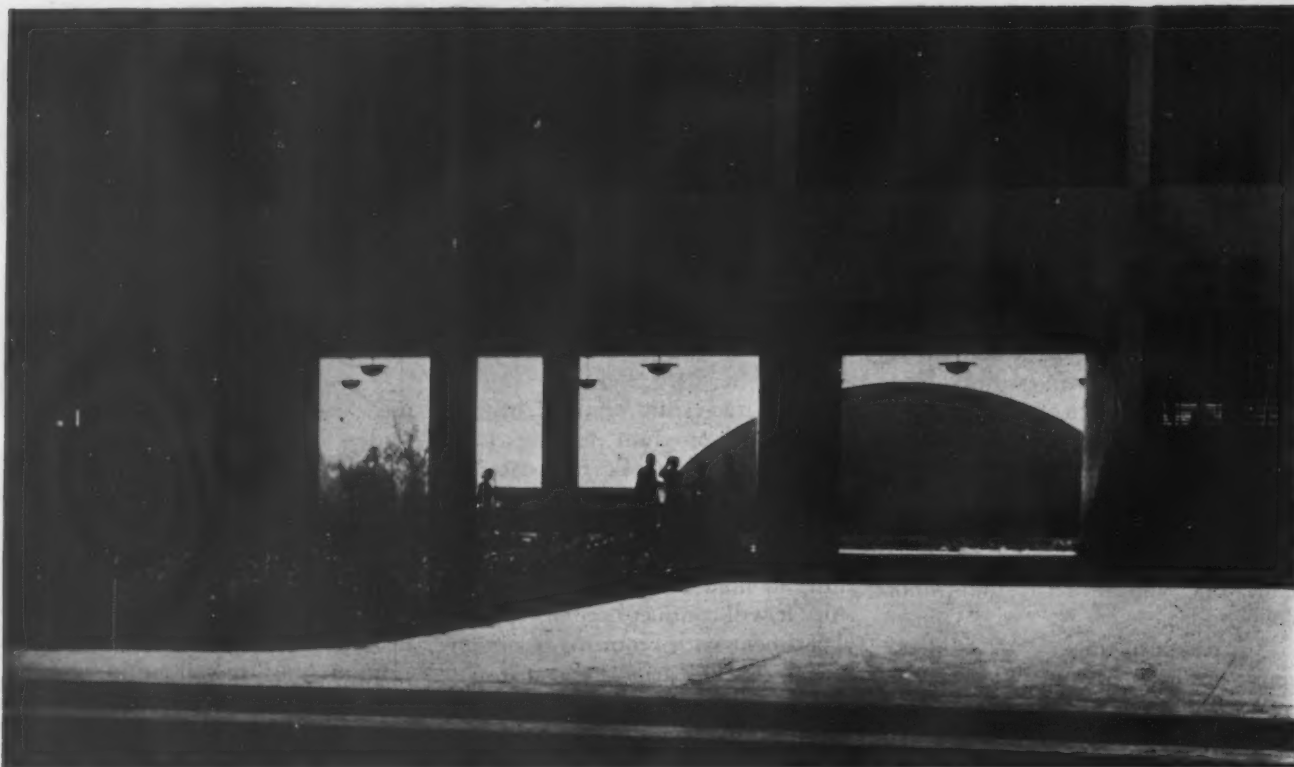
men and women who are to be the leaders of that society bring into it.

If one looks today for an institutional program in education which openly addresses itself to the goals of religious training, he must turn to the private college. The pressing problems of today and of tomorrow in international, national and community life, as well as in personal living, are problems that must be solved through an appreciation of sound values. Technical expertness and knowledge are not adequate.

Action must be geared into motive and motive must find its base in those instincts of service that are essentially religious in character. This function alone, if no other, gives to the private school a distinctive mission which cannot and must not be neglected. Its contribution in this field plus its recognized achievement in the total field of liberal culture makes it an indispensable tributary to the stream of American education.



Private colleges are free to experiment.



Entrance to Visalia Junior College, Visalia, Calif., looking toward gymnasium. H. L. Gogerty, architect.

Ours Serve the Whole Community

GEORGE C. KYTE

Professor of Education, University of California

IN CALIFORNIA, the original reasons advanced for the establishment of junior colleges were based on the conception of the services they could render to the community.

Alexis F. Lange, dean of the school of education, University of California, and founder of the junior college movement, stressed this purpose in his writings and addresses. He urged as fundamental objectives in each curriculum (1) citizenship training, (2) cultural development and (3) vocational training. His recognized leadership in the state influenced educators and laymen in the establishment and development of the junior colleges. From the outset, terminal curriculums of the three-fold nature suggested by him were instituted.

Programs providing for additional general culture and occupational training were offered as well as col-



Chaffey Junior College
Ontario, Calif.

lege preparatory courses. Acceptance and approval of the terminal programs came slowly. As they began to prove their worth to the com-

munity, however, enrollments in the junior colleges increased rapidly.

Several factors contributed to their expansion. Commercial and industrial courses duplicating and extending those offered in high schools were provided. Operations of the Smith-Hughes Act facilitated the establishment and development of terminal curriculums in agriculture, industrial arts and home economics. Even more rapid was the expansion of commercial curriculums, especially following the George-Deen Act.

Businessmen preferred the more mature junior college student, with his additional years of general education and commercial training, to the high school graduate. Apprenticeship training in the trades and industrial occupations was considered more satisfactory when completed on the junior college level than on the high school level. High school graduates uninterested in or unready for col-

California provides cultural and vocational courses in its junior colleges for adults as well as young people

lege or university training were able to pursue their schooling for a year or two in programs developing occupational competence and enlightened citizenship and providing additional cultural knowledge.

Early in the junior college movement, some leaders struck out boldly to develop community colleges. Shortly after World War I, one junior college made extensive provision for the rehabilitation of its community's returning war veterans. They were offered unique opportunities to prepare themselves for the various occupations in which they could find employment.

In three oil-producing communities, curriculums were organized in the junior colleges to train youths for the various occupations connected with this industry. One junior college provided opportunities for employed youths to enroll in these courses. In the heart of the gold-mining area, terminal programs preparing for employment in the mining industry were developed in two junior colleges. In agricultural communities and forest regions, special courses and terminal curriculums for community needs were offered.

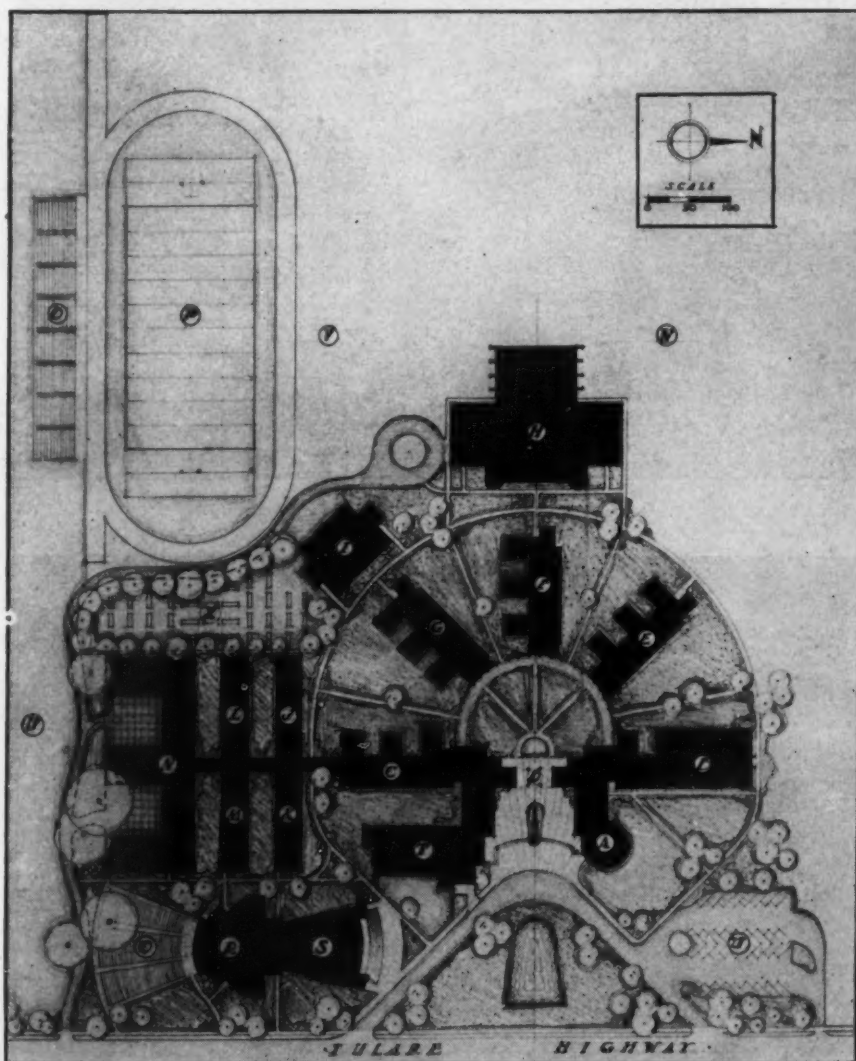
Special Courses in City Colleges

In the cities, junior colleges and technical schools of the same grade level organized numerous curriculums in building trades, auto mechanics, commercial occupations and other commonly occurring types of skills. In three large centers of population with many hotels and restaurants, curriculums were developed to train persons specifically needed by these businesses.

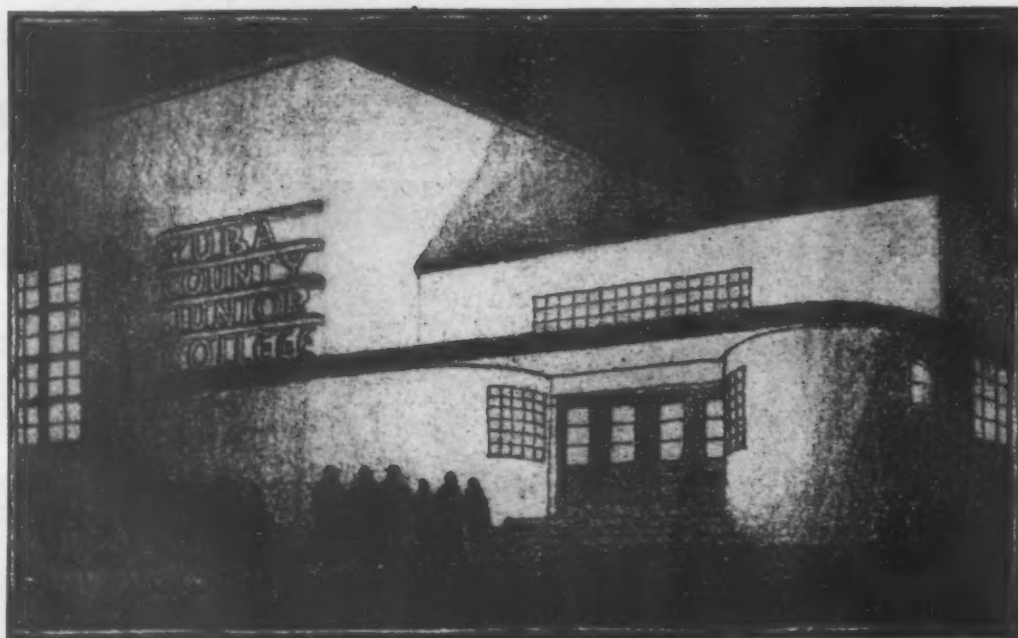
In 1937, the state legislature liberalized the curriculum possibilities of junior colleges by an enactment permitting them to offer "such other courses of instruction designed to prepare persons for agricultural, commercial, homemaking, industrial and other vocations and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community." The same legislature passed a companion measure legalizing "special day and evening



View of administration offices, Visalia Junior College.



Master Plan, Visalia Junior College.



Sketch of entrance to Yuba County Junior College, Marysville, Calif.

Yuba College represents the rural college in California. It draws its 500 aspect of the two year tuition-free students from fifty miles around.

This school is the first junior college in the state to be formed on a county district basis. With a former high school building as a nucleus, new units are being added on a pay-as-you-go-basis. It has a far-reaching adult education program besides its regular courses and has given training to both war workers and Army personnel.



Gymnasium, Visalia Junior College.

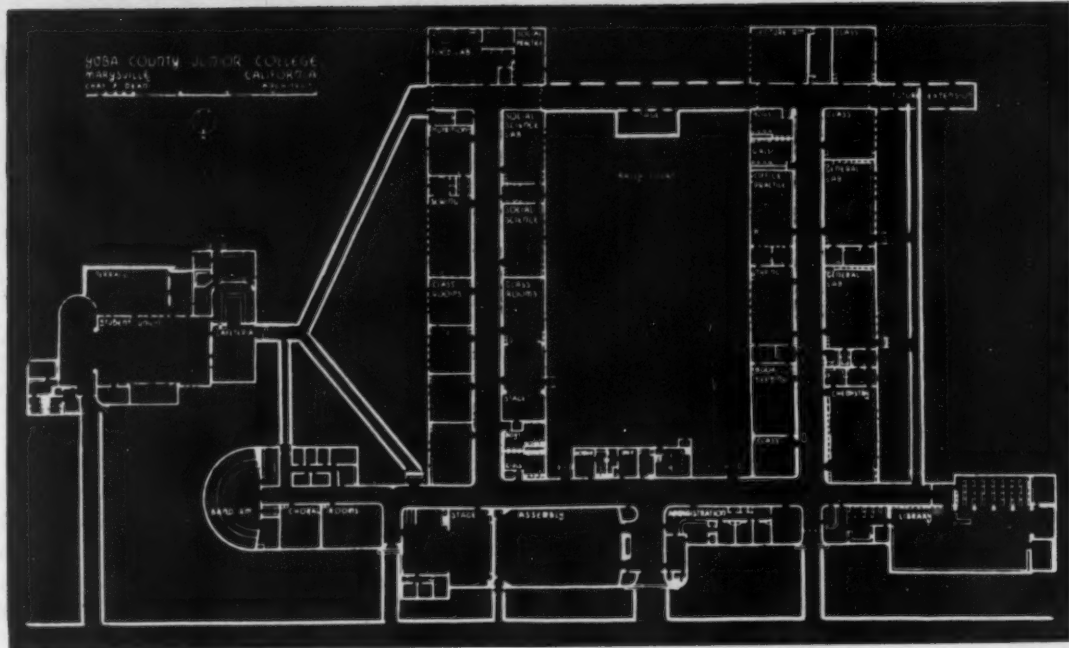


Pasadena Junior College, Pasadena, Calif.

junior college classes . . . for the admission of adults and of such minors as may be able more advantageously to attend such special classes."

During the daytime, regularly enrolled students were offered short courses, one year and two year curriculums in many additional occupations. Illustrative of their variety were: printing, radio repair, semi-professional engineering, aeronautical mechanics, preflight training, police training, cosmetology, medical and dental assistantships, prenursing training, dressmaking, commercial art, interior decoration, landscape gardening, broadcasting, stagecraft and civil service occupations. Widespread offerings included courses in family relations, homemaking and child care and development.

The final movement in the development of junior colleges as people's colleges was the provision for adult education. The plant facilities, the regular instructional staff and the possibility of adding needed trained specialists made possible offerings more varied than those provided for the regularly enrolled students. Many of the daytime curriculums were duplicated in the late afternoon and night so that employed persons might continue their education on a part-time basis. They could complete training leading to high school graduation and prepare themselves for admission to college



Floor plan of Yuba County Junior College, Marysville, Calif. Charles F. Dean, architect.

or university with freshman, sophomore or junior standing. They could obtain terminal general cultural curriculums and occupational training in short courses or terminal curriculums.

Special interests or needs were recognized and met. Courses preparing foreign-born persons to become literate, naturalized citizens were offered. Courses in lip reading were scheduled for the hard of hearing. Physical and health education

courses were given to provide for physical fitness and furnish recreation. Public speaking courses to meet various specific needs were provided. Unique offerings in foreign languages included Chinese, Russian, Portuguese, Greek and Italian. Many different courses in fine and applied arts were scheduled. Choruses, orchestras, play productions, book reviews, forums were organized.

During the present war years, the junior colleges have responded ad-

mirably by providing training in the various occupations of the war industries, training imported farm laborers, giving instruction in food production and conservation and providing pre-induction training for specialized services in the armed forces. In fact, whenever a sufficient number of persons have indicated their desire for some special course, most California junior colleges have organized it with a trained instructor being placed in charge.



Sacramento Junior College, Sacramento, Calif.

COMMUNITY COLLEGES a logical next step in Michigan

IN LATE 1944 the Michigan Public Education Study Commission prepared a bill, to be introduced at the 1945 session of the state legislature, containing the following stipulation: "An approved high school may include the seventh through the fourteenth grade in school districts of the first, second, third and fourth classes."

This simple clause is intended to authorize boards of education to extend their high schools two years beyond the present limit of the 12th grade. It also presupposes the creation of a new type of district, the fourth class district, for large natural communities which are now fractionalized into small school districts.

Would Create New Type of Unit

As this is written in February 1945, the bill has not become law but, if it does, a new chapter in Michigan education will be opened. The thirteenth and fourteenth grades, so created, would become a new type of unit in Michigan's public educational system.

The Michigan Public Education Study Commission is a body of leading citizens, mostly laymen, appointed by the governor. It is a popular and not a professional group. Its personnel suggests that it speaks not so much for the educational profession as for the public at large. In giving impetus to the idea of an upward extension of public secondary education, it was trying to meet an existing need and to give form and substance to an idea. What is the need and what is the idea?

Michigan's need for 13th and 14th grades derives from the lack of adequate school opportunity for all young people of the state. To be sure, Michigan has many excellent secondary schools, but not all of them are able to supply the range of educational services that modern youth needs. Michigan high schools, generally speaking, prepare pupils well for college. However, too many of them fall short in terminal educa-

LEE M. THURSTON

Deputy Superintendent, Department of Public Instruction for Michigan

tion. They tend to do a better job in preparing pupils to get more education than in training them to meet, at once following graduation, the responsibilities of adult life. In view of the fact that most high school graduates do not go on to college, it is plain that more young people suffer from this situation than profit from it.

It has recently been estimated that our educational system in the United States prepares only about one fiftieth of the number of workers needed in subprofessional occupations, workers such as technologists, assistant chemists, secretaries, medical assistants, draftsmen or foremen. Employees of this type need a year or two of preparation beyond the 12th grade. Whether or not a youth receives such training may count heavily in his future chances of earning a good living.

Social and Mental Growth Favored

Apart from the problem of vocational education, there appears to be the need in Michigan for an institution that does not overspecialize in its courses in general education. It is to be assumed that the 13th and 14th grades would provide pupils with broad rather than limited views of the several fields of learning, would prepare them for the assumption of general citizenship responsibilities and would devote a great deal of attention to the furtherance of pupils' social growth and mental and physical health.

There are many different notions about what the 13th and 14th grades ought to do. Presumably, they should take their characteristics from the community the school serves and accordingly be one thing in one place and another thing in another. These grades would thus be an ex-

tension of the community school.

The 13th and 14th grades should provide precollege or preuniversity training for pupils who intend to enter the professions. The social basis of these grades will be reflected not only in the courses they offer but in the incidental activities of pupils enrolled in them. Vocational education and education in the practical arts will be offered. A terminal educational experience for the future "noncommissioned officers" of industry and commerce, often in work-study cooperative programs, will be provided. Youths will be prepared for the multitude of miscellaneous service occupations that border on the professional. The 13th and 14th grade unit is not intended to be a diluted two year college but a new species of school designed mainly to supply the needs of youths who have one or two years in which to get ready for a particular type of occupation.

This community college will receive part of its support from local taxation and probably a subsidy from the state treasury based on enrollment.

Colleges a Natural Development

Michigan's public educational history is that of a common school system which started as a system of elementary schools and by progressive additions has come to embrace, in a few instances at least, all levels of education. It is the history of a school system that is based upon free, vigorous local units and that has been steadily becoming more socially centered and more community controlled. The community college idea is not a postwar measure. It is a logical next step in a secular movement that is part of a long procession of events.

New York State's Two Year Schools

Institutes of Applied Arts and Sciences will bridge an educational gap now left wide open

NEW YORK State has 95 degree-granting colleges and universities. A number are supported by the state; others, by municipalities, and most, by private corporations.

In addition to the foregoing, eight private institutions are chartered as junior colleges. There are six state-supported, two year post-secondary, agricultural and technical institutes and six two year post-secondary business institutes. Many of the students who attend another group of 11 business schools are high school graduates.

The state also has 120 schools of nursing, all requiring high school graduation for entrance. The New York State College of Forestry at Syracuse University conducts a one year post-secondary course in a ranger school at Wanakena. The state operates a Maritime Academy and there are, in addition to all of these, several score institutions, merely incorporated by the board of regents, which cater to an indefinite number and variety of educational interests. Many of these schools enroll only high school graduates and college students. Some, especially devoted to art and music, are famous for the excellence of their work.

Real Need for Two Year Schools

From this enumeration, one might conclude that the educational system of the state of New York is already overextended at the college level. Such, however, is not the case. There is, instead, a serious shortage of educational and training facilities for high school graduates who do not desire to attend the ordinary four year college. There is a definite need for two year institutions.

Many forces have impinged upon the issue of junior colleges for the state of New York. Among them have been:

1. Professional educators who

HARRY S. GANDERS

Dean, School of Education
Syracuse University

have helped keep the issue alive through speeches, articles, special seminars and research.

2. The statewide Regents' Inquiry into the extent, quality and cost of education in the state of New York done under the chairmanship of Regent Owen D. Young.

3. The wide dissemination of the findings of the American Youth Commission.

4. The federal government's recent efforts to achieve more general adult literacy.

5. Federal participation during the 1930's in the operation of temporary "collegiate centers" in the state of New York, which were in fact junior colleges and were of great significance in demonstrating to laymen and legislators alike the place of two year, publicly supported, post-secondary institutions.

6. The presence during the pre-war years of substantial and increasing numbers of postgraduates in the high schools of the state.

7. Recently developed needs for the reeducation of veterans.

8. A desire on the part of many "up-staters" for an effective "hedge against federally imposed ventures."

9. And, most importantly, the leadership of Commissioner George D. Stoddard and Deputy Commissioner Lewis A. Wilson in giving wide publicity to the 5.2 to 1.0 ratio of need for noncollege, subprofessional, technical workers as against college graduate professionals and their emphasis upon the following facts: (1) that the enrollment in schools of New York is about 300,000 below the school census of children between the ages of 5 and 18; (2) that less than 50 per cent of New York youths who start high school

finish it, and (3) that of those who finish, only 42 per cent go on to some kind of institute of higher education.¹

Efforts to close this educational gap are being made in the following three directions: (1) Offerings are being strengthened in state and private colleges. (2) Youths of high academic ability but financially unable to attend any one of the state's many colleges may be enabled to do so through a proposed major extension of the state's scholarship system. (3) Twenty institutes of applied arts and sciences are being established at the present time.

Eleven of the new institutes are to be in New York City, seven administered under the public school board of education and four under the city's board of higher education. The latter will become two year elements in the four city colleges. Thus, incidentally, the principle of state support for municipal colleges will be extended.

Up-State Cities Will Get Schools

Eight of the institutes will be located in the large up-state cities.² One will be located near New York City in Westchester County. Some of the up-state institutes will be more or less closely related to existing institutions of higher learning, that is, to private as well as state institutions. The extreme care with which such relationships will be worked out in every detail and with each institution to protect both the public interest and the rights of private colleges is due to educational statesmanship and an exemplary sense of justice characteristic of members of the Board of Regents and its administrative officers. There is much to recommend the broad outlines of a plan already in vogue in this state,

¹Stoddard, George D.: Tertiary Education, The Inglis Lecture, 1944. Harvard University Press. Pp. 36. 1944.

²Albany, Binghamton, Buffalo, Elmira, Plattsburg, Rochester, Syracuse and Utica.

wherein the board of trustees of the private university appoints a board of managers for control of that part of the university which is supported by the state.

The regular program of the institutes will provide two years of training and education for high school graduates or other youths whose interests, maturity and needs justify admission. Institutes, to a considerable extent, will cater to youths who heretofore did not continue in high school, for admissions officers of these institutions "will not insist upon a particular distribution of high school subject matter or upon any arbitrary academic rating." When fully established, some 35,000 students will be accommodated in the regular program. There will also be short-term and extension offerings to accommodate many more.

Other Schools to Extend Programs

In addition to the establishment of institutes, the extension of scholarships and general strengthening of college programs, it is likely that in the postwar period some of the larger city high schools will add a 13th and 14th year; some universities may develop junior colleges, and it is reported that industries are already extending their training facilities. Thus will the present gap in the Empire State's educational system be closed and the major contribution to that end will be made by the new institutes of applied arts and sciences.

According to the Regents' Plan,⁸ the principal objective of the institutes will be "the preparation . . . for positions technical and semiprofessional in character." Preparation will be provided for some 40 occupational areas in fields of aviation, automotive arts, business management, communications, food occupations, graphic arts, industrial arts, machine and metal work and public service. Some institutes will be regional in their service but those for aviation, as at Syracuse, business, as at Utica, and public service, as at Albany, will serve either the up-state area or the entire state.

In the present development of the curriculum by a competent group under the leadership of J. Cayce Morrison, a sincere and strenuous

effort is being made to strike the proper balance among "vocational," "related" and "general" studies. Their guide is the following statement in the Regents' Plan:

"The institutions will, therefore, be charged with the multiple task of combining technical training with a general education. This will enable each student to carry his own economic load more efficiently and to share in values that stimulate the human mind and awaken the human spirit. An adequate balance will be maintained between activities leading to occupational competence and those that give youth an appreciation of the American heritage."

At the present stage of developments, it is being proposed that approximately 50 per cent of the curriculum be devoted to "combined related and general preparation." General content will probably include science and mathematics, oral and written communication, applied psychology, fine and applied art, health and social studies.

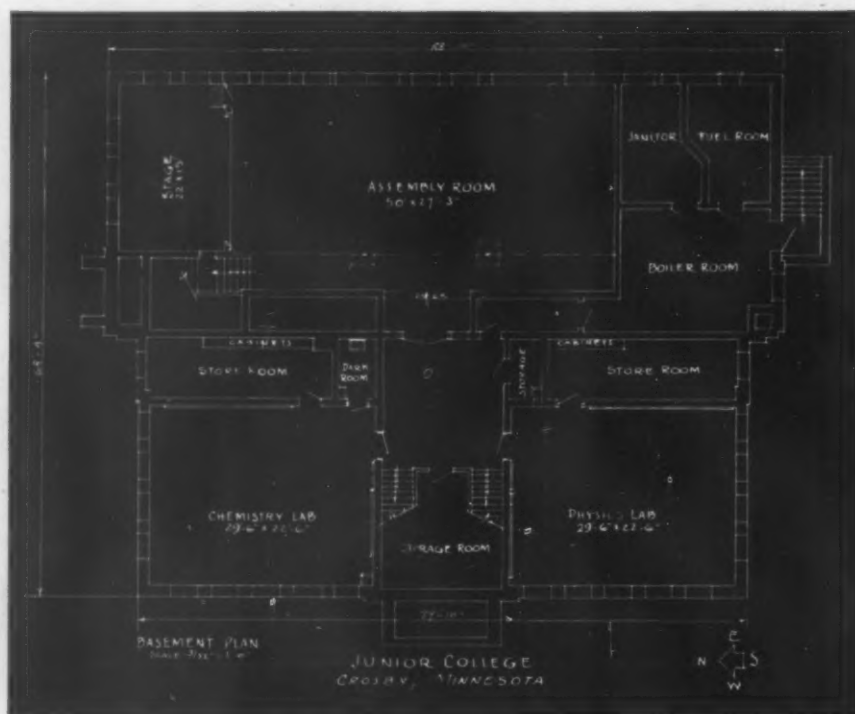
The Regents' Plan also specifies that: "Adequate guidance and counseling facilities will enable the institute to evaluate the ability, attainments and interests of each student and to arrange schedules of work appropriate to his needs." In harmony with this policy, tentative curriculum outlines are being developed

on the basis of a census of present and postwar employment needs. Criticisms of proposed curriculums are now being sought of labor leaders, industrialists, managers and professional educators. The detailed courses of study are, however, to be made by faculties of the institutes. Provisions for continuing research to ensure up-to-dateness are already being considered.⁴

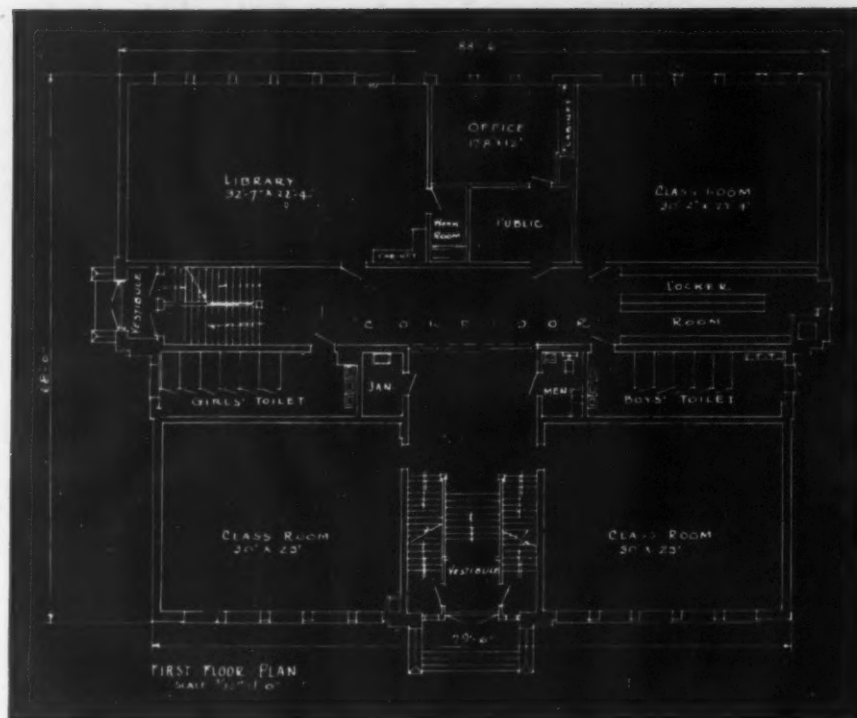
Various other agencies of the state government are surveying sites, planning physical plants and facilities and making more exact estimates of costs. The Regents originally announced that construction costs for the new institutes would amount to more than \$30,000,000.

Although "arrangements will be made for accrediting courses taken in an institute if presented later at a college or university insofar as the work can be considered interchangeable," many sincerely believe that the four year college will not be permitted by the present leadership to dominate the new institutions and that the people of the state will realize the Regents' purpose as given in the following statement: "The course is not a substitute for anything but a direct attempt to make these two years richly rewarding."

⁴Morrison, J. C.: New York's Plan for Institutes, *Journal of Education*, (October) 1944, p. 231.



⁸The University of the State of New York: Regents Plan for Postwar Education in the State of New York. The State Education Department, Albany. Pp. 64. 1944.



building today is a two story structure with full basement. As may be noted from plans on this and the opposite page, provision is made in the basement for a chemistry laboratory, a physics laboratory and a small assembly room. On the first floor there are three classrooms, a library, the dean's office, toilet facilities and a locker room. The second floor contains five classrooms, a teachers' room and locker rooms.

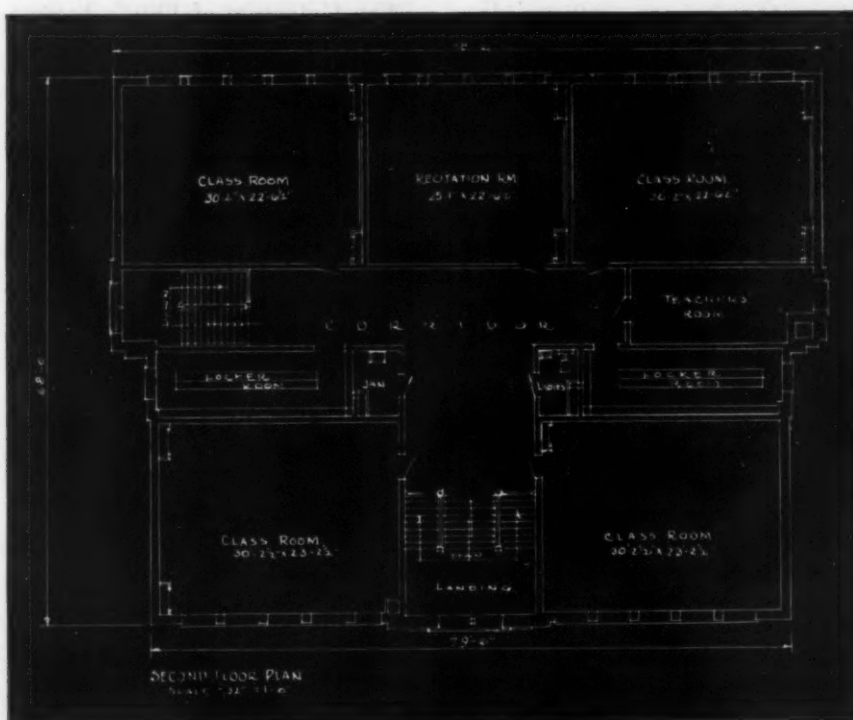
The enrollment in the junior college has been small enough so that classrooms could also serve as offices for members of the faculty. The lack of physical education facilities in the structure requires that students in the college be transported to the high school building where ample gymnasium, locker and shower room facilities and suitable outdoor play areas are available for the junior college program.

Adapting an Old Grade School to Junior College Use at Crosby, Minn.

THE junior college building at Crosby-Ironton, Minn., was a four classroom elementary school unit consisting of a basement housing domestic science and manual training rooms, toilet facilities and a boiler and fuel room; two classrooms and incidental facilities were on the first floor. In 1919 an addition was made to this structure to provide an assembly room, two new classrooms, a small library and a small office.

In 1937-38 the first two units here described were remodeled and a second floor was added to the building to provide five classrooms, a teachers' room, two locker rooms and a toilet room for women members of the faculty.

The first floor was remodeled to provide two toilet rooms; one of the classrooms became the library, and the former library and office were combined to provide improved office facilities. In place of the coatrooms, which had been made into toilet rooms, a locker room was provided. The Crosby-Ironton Junior College



Outlook in Illinois

FRANK A. JENSEN

Superintendent, LaSalle-Peru Township High School and Junior College
LaSalle, Ill.

IN ILLINOIS the dual system of high school and elementary schools exists. Most of the high schools are township or community high schools with their own boards of education, tax levies and administrative officers.

At present the 8-4 plan is in operation except in a few cities like Rockford which has the 6-3-3 plan. If Rockford should add a junior college, it would reorganize on the 6-4-4 plan. The township high schools would go to either the 4-2 plan or the 2-4 plan, as the elementary schools include the first eight grades. We plan to integrate the junior college, or the 13th and 14th grades, with the 11th and 12th grades. In other words, the step from the 12th grade to the 13th grade would be on the same basis as the step from the 10th to the 11th grade.

The desirable plan of K-6-4-4 cannot work out well in Illinois under the present system.

During the last year and a half, Illinois has given a serious consideration to the development of the junior college. Southern Illinois Normal University at Carbondale requested the General Assembly in 1943 to grant it authority to establish a second state university in southern Illinois. This request was supplemented by the Leland Survey authorized by the governor and the state finance department.

The thought seemed prevalent that if there were a broad system of public junior colleges throughout the state the question of a second state university in southern Illinois would not be raised.

A 1943 amendment to the Junior College Bill of 1937 made it possible for a high school district to vote 35c for the educational fund and 15c for the building fund per \$100 evaluation for a junior college.

The 1937 Junior College Law provided for the permissive establish-

ment of junior colleges in high school districts in Illinois and legalized those junior colleges in the state outside of Chicago already organized. The 1937 Junior College Law made no provision for financing the junior college program and, as a result, this law did not stimulate the formation of new junior colleges throughout the state.

The 1943 General Assembly provided for a commission to survey higher education facilities in Illinois and also made an appropriation to the commission of \$25,000 for the survey.

The commission, composed of five senators, five representatives and five laymen appointed by the governor, employed Dr. George Works to make the survey and he, in turn, arranged with Dr. Leonard V. Koos of the University of Chicago to review and supplement an earlier study of the junior college in Illinois made by him.

State University Makes Study

The University of Illinois became interested in the junior college problem in the state early in 1943 during the agitation for a second university in southern Illinois and the board of trustees authorized President Willard in January 1944 to appoint a committee on the campus to make a study and report to the board of trustees on its findings. The task was assigned to the Bureau of Institutional Research with Dr. Coleman R. Griffith as chairman. The report was presented to and approved by the board of trustees on Dec. 12, 1944.

Both the Koos and Griffith reports, made about the same time and worked out more or less independently of each other, are agreed on the following principles:

1. The public junior colleges in Illinois should be organized as free institutions in the same manner that high schools are free.

2. The support of the junior college should be distributed between the local district in which it is located and the state. Additional local taxes must be made available for the support of the junior college.

3. A state board of education with the superintendent of public instruction as the executive officer should be created to supervise the junior colleges of the state and to approve the organization of new junior colleges.

4. The minimum high school enrollment to justify the organizing of a junior college in a high school or consolidated district is set by both studies at 500.

5. The apportionment of state funds to a junior college should be based on average daily attendance, with an equalization provision to help the district with low valuations.

6. The high school districts not supporting a junior college should be required to pay the tuition of their high school graduates to any public junior college of their selection, the tuition to be the difference between the actual per capita cost and the state subsidy.

7. The public junior college should incorporate in its offerings a wide range of terminal courses to meet the needs of the students and the community in which it is located.

8. The public junior colleges in Illinois should be organized on a local basis in connection with the high school rather than as regional or area institutes.

9. The state should encourage rather than just permit the formation of junior colleges in Illinois. State aid will do much to encourage the formation of new junior colleges.

10. The policy of encouragement should be extended to high school districts or consolidated districts in which a minimum junior college enrollment of 175 to 200 students is to be expected.

11. The policy of close articulation

with the high school is recommended.

12. Both studies provide for the possible organization of 97 free junior colleges outside of the city of Chicago as the ultimate objective over a period of years.

13. The administrative officer of the high school (usually the principal) is the one who should have direct administration of the junior college.

14. The curriculums offered in the junior colleges should be based on

three objectives: (a) courses and curriculums for students who will go on to the senior college; (b) courses and curriculums that conduce to the development of a well-rounded citizenry for those who terminate their formal education at the end of junior college; (c) courses and curriculums for those who desire training of a semiprofessional or technical nature, and to meet the needs of adults and become the community centers for educational purposes beyond the high school level.

accompany the provision of adequate plant facilities.

10. Extend the student activity program better to unify the school.

11. Give more attention to orientation and induction of new students into the student activity program.

12. Make greater use of the college assembly as facilities become available.

13. Cultivate increased student responsibility in the management of the college.

14. As facilities become available, encourage students to give more attention to their social life and to the social amenities.

15. Let staff and students give careful study to the tendency of sororities and fraternities toward undemocratic practices and determine whether they have a rightful place in the junior college.

16. Encourage greater development of forums, forensic groups and speech groups.

17. Provide guidance workers in the college with special consultants, as few members of the staff fully sense their obligations in the guidance program.

18. Provide a more nearly complete cumulative records system.

19. Attempt better articulation between the senior high school and the junior college.

20. Keep the senior high school informed of the success of its students in college.

21. Improve the vocational guidance program and organize a placement program and follow-up system for students after they enter employment.

22. Provide additional leadership in social, civic and personal guidance in directing leisure-time activities.

23. Reduce the teaching load of instructors equipped to do guidance work so that they can help the assistant dean.

24. Give more thorough training to all guidance counselors.

25. Liberalize the library regulations for junior college students.

26. Provide more supplementary materials in the library: collections, bulletins, clippings, slides, models.

27. Provide more professional books for the teachers' use.

28. House the library so that it can become the center of the instructional program.

Close-Up of a Texas College

LET'S view the problems of one junior college from the outside point of view provided by a recent survey of the public schools of the independent school district of Goose Creek, Tex. The study was made by a survey staff from the University of Texas, headed by T. H. Shelby.

Goose Creek's independent school district is unique in Texas in that it consists of five communities. In these five communities may be found oil fields and refineries, rubber producing plants, federal agricultural projects, Negro settlements and a sizable Latin-American minority.

A unit of the district's educational offering is Lee Junior College, its program hampered by inadequate plant facilities. In no way peculiar to Lee Junior College, however, are many of the following 28 points recommended for study or change by the survey staff.

1. Determine after serious thought the number of years to be included in the junior college. The decision as to whether it is to be a four year or a two year institution should be based on careful study of the two types of colleges; upon this decision, determine the nature and size of the plant.

2. House the junior college, whether of the two year or the four year type, in a separate building equipped for an educational program above high school level.

3. Provide a separate staff for the

junior college. The Lee Junior College program would be advanced considerably if its staff were almost entirely distinct from the high school staff and if offerings at the two levels were articulated properly.

4. Provide facilities for the complete satisfaction of all standards implied in the statement of philosophy of the junior college. (The forward-looking philosophy of Lee Junior College is summarized in the survey report.)

5. Include, along with terminal courses directed toward semiprofessions in business, industry and personal service, a program in general education. The purpose of this program should be to supply the information, to give the understanding and appreciations and to develop the skills needed by all persons in our democracy in their pursuits of the common and nonspecialized activities of everyday living.

6. Adapt the materials and activities to the degree of maturity of the students.

7. Investigate the social and economic characteristics of the community in building the curriculum. Conduct experiments to evaluate the results of various types of classroom procedures.

8. Extend the curricular program to include the fine arts, a subject given no attention at Lee Junior College.

9. Begin a thorough curriculum development program to precede and

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What Size Elementary Classes?

AGGRAVATED by present teacher shortages and by war-time population shifts, the perennial problem of overloaded classes has attained grave proportions in some localities.

However, the school administrators already have their sights set on a decade from today when perhaps teachers will again be in normal supply and when both new and tried teaching aids will be more readily available.

To sample the opinion of schoolmen on the question of optimum class size for elementary schools, The NATION'S SCHOOLS sent a questionnaire to 500 administrators; the response was 36 per cent.

Slightly more than 50 per cent of the superintendents recommend 15 to 20 as the best class size for preprimary chil-

dren; another 25 per cent think that 25 or 30 pupils can be successfully handled by a single kindergarten teacher. Those who voted for larger groups have perhaps not had the experience of stuffing 35 or 40 tots into 35 or 40 snowsuits and 70 or 80 overshoes once or twice a day. The larger the kindergarten or nursery school, the less equipment it has, one usually finds.

In the primary grades (1 to 3) almost half of the schoolmen regard 25 pupils as the most satisfactory number, and on the postprimary level (grades 4 to 6) the majority indicate 25 or 30 pupils as the optimum sized class.

Superintendents agree that physically or mentally handicapped children need more individualized attention and the majority would limit these classes to

10 or 15 pupils if they had free choice in the matter.

The responses indicate a practical approach to the problem, for the administrators realize that no standard number of pupils will fit all situations and that the determining factors will be the school enrollment, the ability of the teacher, the level of intelligence of the pupils, the physical size of the building and school finances.

Many schoolmen assert that there should be a balance between adequate teacher attention to pupils and needed class interest aroused by other pupils. Small classes, they say, produce more satisfactory results than do large classes, but too small classes result in lack of competition.

E. Roy Austin, superintendent at Laurel Run Boro Schools, Pennsylvania, writes: "I have found through thirty years' experience that pupils from small classes of from 10 to 15 are much better prepared to enter high school."

J. M. Stratton, superintendent at Reading, Pa., says: "As long as we recognize the importance of individual differences, we cannot defend classes above 30 in any grade."

One lone superintendent takes the position that there should be more pupils in the preprimary group because the work there is "principally concerned with learning to get along well with one another and a large group presents a variety of types."

A superintendent from North Dakota believes that classes in his area will grow larger because rural schools are being closed and pupils transported to city schools. He writes: "With a more general acceptance of adult education the school plant as well as the personnel will be more crowded and there will be a speeding up of the educational processes. It will be possible to teach larger numbers when they can be so graded as to make the groups of uniform ability."

OPINIONS EXPRESSED

Preprimary		Physically Handicapped	
20 pupils	32%	15 pupils	35%
15	21	10	24
25	16	20	19
30	11	No answer	11
No answer	9	25	7
10	6	30	2
35	3	5	1
40 or more	2	35	1
	100		100
Primary		Mentally Handicapped	
25 pupils	43%	10 pupils	34%
20	22	15	30
30	21	5	13
35	5	20	9
15	4	No answer	9
40	2	25	3
40 or more	2	30	2
10	1		
	100		100
Postprimary		Physically & Mentally Handicapped	
30 pupils	34%	10 pupils	36%
25	33	15	22
35	14	No answer	18
20	10	5	14
40 or more	5	20	7
15	2	25	3
10	2		
	100		100

Induction of Fathers *Creates Special Problems*

JOHN S. BENBEN

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SINCE the day our country entered the war, schools have shouldered many new responsibilities. Besides conducting war bond and stamp drives and ration registrations, many schools have taken upon themselves the task of providing recreation, lunches, nursery classes and programs of summer activities for the children of working mothers.

Urgent as was the need for all these activities, it is slight in comparison to the mounting need today for careful planning of ways and means to combat the effects of the drafting of fathers. The hue and cry that accompanied the entrance of mothers into war work has been silenced by the good job most of the "door-key youngsters" are doing in the way of general behavior.

Problem Involves Emotions

The drafting of fathers creates a different problem from any that has arisen so far; it is one that requires more than mere planning for a youngster's leisure time and lunch. It is a tremendous emotional problem complicated by fears that are not quieted by extra homework and exhortations to children to forget their troubles. It is a situation that brings to the classroom nervous and disturbed pupils who do not respond to the everyday disciplinary tactics of the teacher. It increases the number of "door-key" and problem children and presents by far the greatest war-time challenge that schools have had to meet up to this time.

The drafting of fathers does not necessarily produce general cross-sectional needs as did the entrance of mothers into war work, such as the necessity for nursery schools, school lunches and supervised recreation. The newer problems are individual ones and their solution depends largely upon the mental

and economic preparations parents have made prior to the induction of the father.

The problem of the working mother and its effects upon the children should give the teaching staff of a school something by which to go in handling this present day matter. The behavior of youngsters and their reactions to the appeals that have been made to them heretofore may be carefully studied in attacking the problem of the father draft. Teachers cannot blithely say that they will take each new development as it comes or wishfully hope that the rules of the school will serve as a checkrein.

Summer vacation is drawing near. Now is the time to take action so that children's attitudes can be adjusted by fall. If the drafting of additional fathers were to take place simultaneously in the fall, the schools could go right along with it. As it is, they lose contact with the children during the summer and pick it up again with difficulty in September. Add to this the possibility that teaching vacancies will probably be filled by anyone who meets the teaching requirements.

Teachers Must Deal With It

The success that schools have in assisting with the problems that arise following the drafting of fathers is primarily in the hands of individual classroom teachers. The teacher who has some knowledge of the home conditions of her pupils and of their family problems and who has been close to the children and kept in contact with their parents will find the task simpler than will a new or substitute teacher.

It is not too late during the few weeks that remain of the present term for teachers to begin preparing youngsters mentally for the possible induction of many more fathers. This

can be done through general class discussions of the nation's need for men, reasons for this need, selective service policies and procedures and requirements of the different branches of the armed services.

As a part of these discussions, teachers can have the youngsters relate their father's experiences at the induction centers, their guesses about the work he will do in the service, the family preparations for the father's departure and plans that have been made for the group during his absence. The children whose fathers are in service can be given the opportunity to describe their parents' reactions to their primary training and their assignments. The teacher can encourage the pupils to bring their fathers' letters to class to be read aloud and to be followed by related economic, social and geographic discussions of the areas in which the fathers are stationed. Later, class and school exhibits of native handiwork which has been sent to the children can be held. A period during the week for letter writing will provide the teacher a closer contact with the family.

Fear Is a Factor

Fear, with its accompanying nervousness and irritability, shows itself early and in varying degrees, depending upon the age of the child and the attitude in the home toward the father's departure. No doubt, the home is the primary factor in determining the kind and degree of fear,

The teacher who really knows her children learns a great deal about their families. She discovers the parents who have done a good job of family management as evidenced by the conduct of the children. She can assist a child to quiet his fears. The possibility that fathers may be assigned to home guard duties, limited service or replacement service to release younger men for combat is likely and can be discussed in the classroom.

With younger children, primary teachers know how to help by listening with interest to stories about Dad and suggesting tasks that will help Mother manage at home. Appealing to the pride of all youngsters is probably a good rule for the teacher to follow.

After a father's induction, one can expect many of the children to abuse the freedom created by his ab-

sence. Here, too, the teacher can help by suggesting and discussing the innumerable things, large and small, that youngsters can accept as their rightful responsibilities in assisting the family to remain stable.

This discussion has been general. To outline specifically the school's rôle in this war-time question is a matter for each and every teaching staff. Communities are as different as individuals and families as differ-

ent as their members. The problem caused by the induction of fathers is one which the local teaching staff can solve successfully but it requires a good full dose of family-teacher co-operation.

A teacher may feel that such participation is not her responsibility. However, whether in peace or in war, anything a teacher can do to guide the child properly is her rightful responsibility.

Are Your Internal School Accounts Audited?

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INTERNAL school accounts are those which are set up to handle funds usually collected by pupils and spent by them as they see fit, subject to established regulations. These accounts handle funds raised from sources other than taxes or charges made by the board of education. They should not be confused with funds originating from cafeteria receipts, receipts from the sale of textbooks, locker fees, library fees, rent of school property and other similar items, as these are public revenues even though not derived from taxation.

The auditing of internal school accounts is distinctive in that the auditor is examining a situation in which educational and fiduciary considerations are intermingled. All the basic accounting and auditing principles applying to organizations which are run predominantly on a cash basis must operate here.

However, certain other principles, such as those dealing with depreciation, valuation of inventories and amortization, do not apply here. The application of commonly accepted accounting and auditing principles must be viewed in the light of their effect on the educational process. There is a special urgency for the auditing of internal accounts because these are public funds held in trust by boards of education.

Student fund audits fall into two main categories: centralized and decentralized. Under the centralized

system, the auditing of all student accounts is done through the administration or other central office by staff accountants, auditors, the school controller and his staff or by outside professional accountants. Under the decentralized system the auditing is done in the various schools by the principal, vice principal, a teacher, a committee of teachers or by an independent agency.

It is an axiom of public administration that public funds should be subject to regular audit. This rule applies also to internal school funds, which are quasipublic funds in the sense that they are held in trust by a public organization. According to the prevailing custom, the internal school accounts in American high schools are usually subjected to periodic inspection. Sometimes they are audited by professional accountants and sometimes there is no auditing at all. At present we seem to be in a transitional stage. Twenty years ago student funds were seldom audited; twenty years hence such auditing may become standard practice.

In a recent nationwide study, I learned that the grand totals of the summarized statements of cash receipts and disbursements for 25 school districts having a centralized system for the auditing of internal school accounts showed balances at the beginning of the school year of \$2,213,359.49, receipts during the year of \$13,613,201.68, disbursements of \$13,254,103.16 and balances at the end

of the school year of \$2,572,458.01.

The grand totals of the summarized statements of cash receipts and disbursements for 20 schools having a decentralized system for auditing internal school accounts showed balances at the beginning of the school year of \$135,831.05, receipts during the year of \$698,886.92, disbursements of \$679,564.24 and balances at the end of the year of \$155,153.73.

Under the centralized system of auditing, the money handled during the school year ranged from \$3,351,800.04 in the largest school system to \$108,608.63 in the smallest. Under the decentralized plan of auditing, the money handled during the school year ran as high as \$214,419.93 for a single school. It is self-evident that the auditing of these accounts is important.

Professional Auditors Preferable

Most problems in the auditing of internal school accounts are apparent in the area of decentralized auditing where the auditors are nonprofessional, usually inexperienced and volunteer workers. The audit of assets is neglected. Audit procedure in the verification of inventories of supplies, tickets, equipment and furniture is in many cases nonexistent.

The element of test-checking is noticeably missing. A lack of familiarity with this technic is evident. Test-checking is an adaptation of the statistical device of sampling. Just why teachers and accountants or auditors, persons usually trained in this technic, should not use this device is difficult to understand.

Many perplexing questions turned on the legal phases of the handling of these funds and accounts. Some of the questions were: What is the legal status of pupil organizations? Do we need state legislation covering the financial affairs of these organizations?

It appears that the legal status of pupil organizations is still in the nebulous stage and much confusion arises as a result. Intensive research is needed in this area. The question of whether state legislation is desirable has not been settled, although there is an indication of a trend in this direction. Such legislation may be desirable if couched in broad, general terms. Care must be taken to avoid the danger of too much restriction.

Schools of Normandy Carry On

CAPT. GEORGE T. TRIAL

U. S. Army

THE school children of Normandy saw history in the making on June 6, 1944, as troops came ashore and moved inland past the castle of William the Conqueror at St. Marie du Mont and other points along the coast.

The schools of Normandy, approximately 700 elementary and 100 lycées, or secondary schools, plus the University of Caen, have suffered physically since the German occupation in 1940 from lack of adequate room, paper, texts, maps and fuel. Almost all the school buildings were taken for billets and offices for the German army. Some were destroyed in the liberation and some were used by the American Army but turned back to the people as soon as possible.

Other kinds of control in Normandy were indirect, negligible and hampering. During the years of German occupation, the teachers of France resisted attempts at control despite having M. Abel Bonnard, a collaborator, writer and Nazi sympathizer, as minister of education. Many changes took place in the educational system of France between 1940 and 1944 but these were changes conceived before the occupation.

Changes in French System

One of the men most active in bringing these about was M. Jerome Carcopino, a communist and the minister of education before the occupation. Among these changes was the raising of standards for primary teachers by requiring the baccalaureate degree in addition to professional teacher training as a requisite for teaching in elementary schools. Another change was the dividing of the elementary primary school into two sections. France has a compulsory attendance law for children up to 14 years of age. This group break-

down required more teachers and classrooms which was a burden on the smaller towns and villages.

The approximately 100,000 German troops in Normandy were concerned with coastal defense and supply and administrative functions. For each one of the political administrative functions, the Germans had equivalents; they also had doubles of the French government officials, who were in uniform and issued directives to the French officials which they wished impressed upon the French people. How the French officials carried out these directives is another story. German officers were polite and correct at all times to the people of Normandy.

As the invasion plans for the liberation of France were being secretly formed, the schools, possibly taking their cue from the German army and being warned by the German high command of the possibility of invasion, closed earlier than usual in the spring of 1944.

German Interference Slight

Norman teachers in villages and towns on being asked, "What changes took place in the schools of Normandy upon the German occupation?" indicated that interference was slight and indirect beyond the taking of school buildings for German use. The Germans did request the French minister of education to withdraw certain history books that were impartial in their attitude toward German guilt in World War I. They wanted this guilt to be shown as England's alone. These books continued to be used however, with the sly consent of the local school authorities. The teachers would teach history without books just in case their classrooms were visited by Germans. All maps were revised with the new boundaries of German aggression shown. As the war lengthened, the paper shortage increased so that fewer textbooks and maps could be printed.

Another question asked of French teachers was: "What, if any, in-

fluence was exerted upon the schools during the German occupation?" The only influence over pupils was the teachers'. The Germans insisted on more discipline and respect for authority on the part of the pupils and suggested emphasis on household training and cooking for girls.

Teachers Oppose German Influences

The teachers of France maintained a solid front against German influences and ideology. Such youth movements as *Jeunesses du Marchal* (nonpolitical) and *Jeunesses Doriotistes* (political and based on German youth movements) were launched by the Vichy government. Neither was active in Normandy and the leaders of these movements were considered as collaborationists. Many teachers left their homes and jobs to fight with the valiant French Forces of the Interior or the Maquis.

After the Allied Armies had passed on to Brittany and toward Paris, the rector of the University of Caen issued the call to open schools on Oct. 1, 1944, and, regardless of obstacles, ruin and shortage of school supplies, the schools did open. French children trudged down roads jammed with American combat vehicles moving men and supplies to front lines. Many were dressed in clothes made from American parachutes.

The job of getting the schools back to normal again is one of buildings, textbooks and establishing administrative heads with authority. It will take some time before operations are normal. The French national slogan of "Liberty, Equality and Fraternity" will replace the *ersatz* slogan of the Germans: "Work, Family and Fatherland." The idea of individualism will become alive again as it was in France before the Nazis came.

The teachers of Normandy have made a solid stand against Nazism and are making a vitally important contribution in helping the democratic government of France regain its health.

Invigorating

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A healthy child's circulatory system will become more efficient and his muscular system stronger as the result of energetic exercise.

ONE of the lessons of the war is the realization that the standard of physical fitness for school children and adults has been too low. In the future more effort should be devoted to the removal of health handicaps. Emphasis should be placed on sufficient rest, relaxation, adequate nutrition, emotional stability, the avoidance of excesses and, finally, the prevention and control of communicable disease.

Perhaps, on their return from war, the millions of men and women now serving in the armed forces will insist that the health habits and practices, which are a part of military life, be continued in civil life for them and for their children.

Physical education is and will continue to be regarded as one means of attaining and maintaining a high level of physical fitness. Despite some inadequate programs of physical education in the armed forces, the results of such training have as a whole been good. Among the demands of the returning veterans will be one for a program of physical education which will not allow veterans' children to sink to the low level of physical fitness which characterized many of their parents when they entered the armed forces. Gone will be



Games are an important part of physical education.

the "light activities" of physical education and in their stead will come more vigorous pursuits which will emphasize strength, power, endurance, agility, flexibility and balance. Pupils will be given more of what they need rather than only what they like.

Men and women in service today now know that we, as a nation, have not "pushed" our organisms prior to this war. Many of us have been too willing to stop when we became psychologically fatigued or at the point where we thought we were

tired. We have learned that only by pushing the human organism can we hope to increase its organic efficiency. Perhaps we can learn to understand also that a healthy child will not be injured by an exercise program of a vigorous nature. On the contrary, his circulatory system will become more efficient, his muscular system stronger and a feeling of well-being will be his reward.

In the past we have been content to wait until an individual reached college age before real programs of physical education were put into

g the Physical Education Program

Vigorous pursuits directed toward building up strength, endurance and agility must replace the "light activities"

operation. This is not to suggest, however, that all college programs were ideal. Most high school programs have consisted of "athletics for the athletes and the devil care for the others." With few exceptions, the elementary school programs of physical education could not be considered worthy of the name. The postwar programs must start with the elementary school child.

The three goals to be realized in an elementary school physical education program are the development

games on the intramural level, such as basketball, soccer, softball and volleyball.

Free time after school and during recess should be devoted to organized play with emphasis upon natural activities, such as running, throwing, jumping, striking and climbing, with special attention paid to the development of endurance, balance, agility and flexibility.

Three goals to be realized in a secondary school physical education program are continuous conditioning

grass drills, guerrilla activities, running and carrying relays, combative games and aquatics.

It should also include team games, requiring participation with reasonable skill in three or four activities, such as basketball, baseball, volleyball, soccer and football for boys; softball, volleyball, soccer, speedball, hockey and nine court basketball for girls.

Individual and group activities should include archery, bowling, tennis, badminton, horseback riding and golf with boxing, wrestling, handball, weight lifting and cross country running especially for boys.

Other suitable activities are stunts, tumbling and apparatus work, rhythms, mass and group games, aquatics, correctives and adapted sports as needed. Perhaps it might not be too much to ask that those who fail to pass an average physical efficiency test be required to take basic training in those activities in which they are deficient.

Increased Time Will Be Needed

As most of the states have already set up minimum standards of hours per week for physical education, no attempt is made in this article to set up such standards. The assumption is that most states will increase their time requirement to approximately one hour per day.

With a progressive program in physical education starting with the elementary school child and extending through the secondary school the 17 or 18 year old youth may find one year of military training a fairly pleasant way of contributing to the maintenance of this democracy of ours. At any rate, physical education is ready to do its part in developing youths physically under a program which may deter future war lords from starting a war with us on the basis that America is not strong enough to defend herself.

Will the schools allow physical education to make its contribution?



Veterans will demand physical education for their children.

and maintenance of sound organic vigor; the acquisition of a high degree of neuromuscular skill, and an appreciation of the importance of physical and mental fitness.

Grades I through III should provide activities consisting of rhythms, story plays, hunting games, relays, stunts and self-testing and simple athletic games played for fun.

Grades IV through VI should provide rhythms, hunting games, stunts and self-testing, relays, tumbling and apparatus work, aquatics and athletic

to develop and maintain sound organic vigor, adequate muscular strength and good body mechanics; adequate training in skills necessary for successful sports participation and control of body movements, and an appreciation of physical and mental fitness.

The secondary school physical education program should include activities which have been found successful in conditioning the men and women in our armed forces, such as vigorous large-muscle calisthenics,

Public Aid to Parochial Schools

Is it feasible?

RECENT increases in the number and variety of demands that public school systems cooperate with parochial schools raise the problem as to whether the suggested cooperation is legal and whether it is feasible.

Superintendents and boards of education will naturally hesitate to refuse any reasonable request presented by a strong group within the community, yet they must consider carefully both the legal and the social aspects of the suggested cooperation as well as its implications for the nonsectarian, nonpartisan concept of public education.

Service to School or Children?

Both common sense and legal precedent immediately suggest a distinction between services to a private school and services to children who are pupils in a private school. Services in the first group would be clearly illegal if public monies were to be used in aid or maintenance directly or indirectly of a school which is even partly under the control of any religious denomination or in which sectarian influence is present. In the second group, which will be considered in the last paper of this series, would be included such services as transportation, free textbooks, free lunch programs, health and attendance services and special classes for parochial school children in subjects not taught in the parochial school.

Expenditure of public funds in support of a school which is wholly or partly under sectarian influence is clearly forbidden by the constitution of almost every state but the

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courts have not agreed as to what constitutes sectarian influence.

The mere use of a church-owned building for public school purposes does not constitute sectarian influence. Arrangements involving the renting of church buildings or of part of a parochial school building are not uncommon when the public school has been destroyed or rendered temporarily unusable and in many instances churches have donated the use of buildings or rented them for nominal sums to school boards that could not afford to erect their own buildings.

The latter practice is common in some sections of the South but would be clearly illegal in New York State, where the statutes forbid a school board to lease property permanently for public school purposes. A further and obvious limitation on the rental of church property is that it must be in good faith and not a mere subterfuge to cover an illegal fusion of a public with a parochial school.

The legality of the employment of members of Catholic religious orders as public school teachers rests upon two questions: whether the choice of such teachers involves sectarian control of a public school and whether the teachers' religious garb would constitute a sectarian influence upon the pupils. In many small, homogeneous communities the teachers would actually be selected and assigned by religious authorities, their contracts being signed by the school board merely as confirmation of appointments already made. An arrangement of this sort is illegal because the school board here attempts to delegate its power to select teachers and is at the same time setting up for its teachers a

religious test in violation of the various state constitutions.

Whether the teachers' distinctive garb constitutes sectarian influence is a point upon which there is less agreement. In the New York case of *O'Connor v. Hendrick* (77 N.E. 612), the court held that the state superintendent had the power to make an administrative regulation forbidding the wearing of a distinctive garb in the classroom, and a similar regulation made for certain federal schools by the Commissioner of Indian Affairs was upheld, although a compromise was effected under which the regulation was not applied to those already in service.

Court Decisions on Religious Garb

The supreme court of Pennsylvania held in the *Gallitzin* case (30 Atl. 482) that the wearing of a distinctive habit did not constitute sectarian teaching but subsequently decided in the case of *Commonwealth v. Herr* (78 Atl. 68) that a statute forbidding such a garb was not unconstitutional. Nebraska and Oregon have also enacted statutes forbidding the wearing of distinctive religious garb by a public school teacher while engaged in the performance of duty in the school.

On the other hand, the supreme court of North Dakota upheld in the case of *Gerhardt v. Heid* (267 N.W. 127) the right of Catholic nuns to teach in public schools, and attorneys-general in several states have ruled that the wearing of religious garb does not disqualify persons for public school teaching.

Where no question of statutory prohibition is involved and all the patrons and pupils of the school district are of the same religious faith, school board members may consider it wise to rent buildings owned by the local church, to employ teachers of that denomination and even to make or at least to permit provision for specifically denominational religious instruction

This is the second of a series of three articles on the problems of the relationships between the public school system and the Roman Catholic parochial schools. This and the first article of the series, "Catholic Church and Public Schools," are based on the doctoral dissertation of Francis J. Donohue on "The Development of American Catholic Theory, Attitudes and Practices With Regard to Public Support for Parochial Schools," University of Michigan, 1944.

in the school building outside of the legal school hours.

This practice has been followed in a number of communities for various reasons: economic inability of the district to erect a separate public school building or to pay adequate salaries, inability to hire teachers because of geographic isolation of the district, lack of pupils for a public school because all potential pupils were in attendance at a nonpublic school or simply because some or all of the school patrons demanded such an arrangement.

Concessions Must Be Made

Whether arrangements of this sort are really desirable from a religious point of view is at least debatable. Religious authorities must invariably make concessions in curriculum or daily schedule and in normal parochial school practices as well, thus tending to weaken the religious education program in the community.

Particularly in the case of Roman Catholic parochial schools seeking state aid is this true. The deliberate removal of the crucifix and other religious symbols, the abandonment of specifically Catholic textbooks and the relegation of religious instruction to out-of-school hours on a noncompulsory basis—all prerequisites of the type of cooperation most commonly sought—have the final effect of destroying the distinctively Catholic religious character of the school. Thus the Catholic group fails to achieve what it originally desired and loses much of what it already had, while religious influences, which would be objectionable to potential non-Catholic pupils, are not entirely eliminated.

The fact that in certain specific cases Roman Catholic bishops have permitted pastors to enter into such arrangements with local public school boards would seem to indicate merely a "prudent judgment" that in these specific instances the maintenance of a school completely supported and exclusively controlled by the parish would have been impossible.

Catholics must recognize that under existing statutes the type of Catholic public school desired by church authorities and suggested by Pope Pius XI's 1929 Encyclical on

the Christian Education of Youth is an impossibility. Furthermore, the nonsectarian tradition of public education is so firmly established in the United States that there is little possibility of any substantial change in the statutes in the near future.

The resolution of the Department of Superintendents of the National Catholic Educational Association (November 1936) recommending an effort on the part of church authorities to educate the public on behalf of pupil aids was a tacit admission that there is no hope of obtaining state aid for parochial schools, although some pastors and other church officers may be unwilling to accept the superintendents' conclusion.

The attitude of Roman Catholic leaders toward proposals for "released time" religious instruction of public school pupils has varied widely in different local situations because to the Catholic the value of such a proposal is determined by its expediency. When the majority of Catholic children are attending parochial schools, or at least receiving part-time religious instruction outside of school, Catholics are usually indifferent to "released time" proposals.

The Catholic clergy will almost never oppose reasonable "released time" proposals sponsored by Protestant groups but will not actively campaign for them unless religious instruction facilities would otherwise be lacking for a considerable number of Catholic children. Recent extensions of the work of the

Confraternity of Christian Doctrine, a group organized to provide religious instruction by volunteer lay teachers for Catholic children not otherwise provided for, will probably remove much of what little Catholic pressure has been exerted for "released time."

A relatively new type of program which may further reduce Catholic demands for "released time" employs the services of a relatively few teaching Sisters to provide religious instruction after school hours and on Saturday and Sunday for large groups of public school pupils in parishes where a parochial school cannot be provided. At Iron Mountain, Mich., three Sisters working full time but outside of the regular school hours are thus able to provide systematic religious training for more than 500 children.

At times local pastors will request the after-school use of public school building facilities for religious instruction classes or for parish recreational groups. The legality of permitting this use of the buildings is dependent upon the statutes, which vary widely among the states, but in many states school boards have discretionary power to authorize it, either free of charge or for a small charge approximating the cost of providing the service. Refusal to permit such use, where the board has the power to authorize it, will invariably result in conflicts, whereas cooperation in this regard, if it is permitted by law, will provide excellent opportunities for extending the school's public relations program.

Delay Our Decision

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THE decision regarding compulsory youth or military training programs should be based upon military considerations. There is no unanimity of opinion even among military men that such programs would be effective because of the nature of modern war. Technical skills which are so important may well be outmoded before they are called into use. The concomitant benefits urged for the plan could be

better achieved by a thorough continuing well-financed program of education and health under the direction of the regularly constituted professional educational and health agencies. In any event the decision should not be reached hastily but should be delayed until the end of the war. At the conclusion of the war we shall have adequately trained forces to meet any immediate emergency.

Liability *for* School Accidents

THIS past year has witnessed a noticeable decrease in the number of higher court cases involving teachers or school boards in negligence and liability proceedings. It is difficult to tell whether such decrease is the result of improved safety consciousness on the part of school personnel, a reduction in school activity in general, an increase in insurance (so that court suits for damages are not necessary) or other causes.

One must constantly bear in mind in any discussion of this subject that, under the general rule in the United States, a school district is not liable for the negligence either of its staff or of the school board. Some states, either by statute or by judicial development, have abandoned this rule of governmental immunity from liability for negligence and some have permitted their school boards to purchase liability insurance covering specified types of liability. At the same time, the nonliability of the employing school board is no protection against the liability of the offending employee whose negligence has caused an accident or injury.

The cases which arose in 1944 do not especially exhibit any new tendency in the law or any substantial effort to ameliorate the harshness of the general rule of governmental immunity. The solution of this problem still rests in the hands of the legislatures of the various states.

Supervision. A schoolboy in New York State probably can lay claim to being the hard-luck "champ" of the year. He suffered two separate injuries within the period of one month. First, he broke his leg as a result of a somersault. The exercise which resulted in the injury was a stunt using a springboard to give power for a somersault over elevated bars. In this particular instance, he fell when his foot caught on the bar; there was no mat where he fell.

HARRY N. ROSENFELD

Assistant to the Administrator
Federal Security Agency

It was admitted that this exercise was a difficult one, not usually taught, and that it was not in the state syllabus, although it apparently combined a few exercises contained in the syllabus. It was also admitted by the instructor that the boy who was hurt was not exceptionally skilled in this exercise. Over a vigorous dissenting opinion, the court held the teacher negligent and liable for damages. It was the teacher's duty to exercise reasonable care to prevent injuries and "to assign pupils to such exercises as are within their abilities."

Here, negligence consisted in the failure to see that mats had been properly provided and in assigning the pupil to an exercise beyond his prowess, under the circumstances indicated. The exercise was particularly dangerous for this boy, felt the court, because of his weight, which was 200 pounds.

The second accident in which this unfortunate boy was involved was one in which he was shot by a gun brought into a defense training mechanical workshop by a co-pupil for the purpose of repair. The teacher obtained permission for this specific activity from the assistant director of vocational education. After the gun was repaired, the teacher inspected it and found the mechanism satisfactory; no ammunition was in the gun at the time. The court held that the permission to bring the gun to school must be presumed to include bringing ammunition to test the gun after it was repaired. Therefore, the teacher was negligent in failing to provide adequate supervision and in not warning others of the danger.

The court also held the school board liable under the distinctive New York rule because of its failure

to establish rules and regulations for the control of athletic teachers as to the assignments of pupils, as well as for its failure to establish rules as to care, supervision and inspection when inherently dangerous instrumentalities were brought to school.¹

School Buses. The question of the responsibility of the school bus driver for the safety of children after they leave his bus but before they are out of the danger of crossing the road arose in two cases.

A Tennessee child, not quite 6 years old, alighted from the school bus, ran around the back of the bus to cross the street to her house and was hit by a passing truck. Children could not get out of the bus unless the driver opened the bus door. The evidence was conflicting as to whether the driver saw the truck overtaking his parked bus before or after he opened the door but all agree that he gave no warning even though he did see the truck.

The driver argued that his obligation ended when the child alighted safely but the court held for the injured pupil on the ground that it was "a case of interlocking and continuing legal obligation, first, to restrain the child from alighting and, second, to warn him."

The court set forth five interesting principles as guides which well state the issues in such cases: (1) "that the age of the child and his consequent ability or lack of ability to look after his own safety after alighting from the bus is . . . 'the dominant factor'"; (2) "that a peculiar and special obligation arises out of the nature of the relationship of the driver of a school bus to the children entrusted to his care"; (3) "that the zone of legal responsibility for care of immature school children extends beyond the mere landing of the child from the bus in a place safe in itself and in-

¹Govel v. Board of Education, Albany, 267 App. Div. 621, 48 N.Y.S. (2) 299 (1944).

cludes the known pathway which the child must immediately pursue"; (4) "that the duty to warn is an imperative incident of the general obligation to exercise care proportionate to the age of the child and the attendant conditions in discharging a school child from a bus," and (5) "that the question in this class of cases is one for determination by the jury on the particular facts of the case under consideration."²

Another similar case arose in Oklahoma. Suit was brought against the owners of a truck which killed a school child and also against the insurance company which had issued a policy to the school board under a law authorizing school boards to purchase liability insurance but which required that suits be brought directly against the insurance company rather than the school board. The insurance company made substantially the same plea that the Tennessee bus driver made, namely, that its liability was limited to the operation of the bus and that the operation of the bus had nothing to do with the accident.

The court, affirming a \$5000 verdict, ruled that under the statute operation of the bus included "the receiving of the children into the bus and their exit from it. . . . Opening the door of the bus and allowing the children to alight was an integral part of the operation of the bus."³

Insurance. A West Virginia bus accident case involved an interesting wrinkle in school bus insurance. A 1935 statute authorized school boards to purchase school bus liability insurance to cover the negligence of bus drivers. In this particular instance, the board, through clerical error, had failed to comply with the policy provision requiring notice to the insurance company of any accident of an insured vehicle.

The injured pupil argued substantially thus: since the legislature authorized insurance and since the board negligently failed to comply with the insurance policy which otherwise would have protected the injured person, the board is estopped from pleading the general rule of governmental immunity.

However, the court refused to ac-

cept this ingenious theory and held that the statute was not a complete legislative abolition of governmental immunity but a protection merely against the negligence of drivers. Furthermore, the statute was not

mandatory. No school district can either by action or by inaction create liability for itself when such liability is not authorized by statute.⁴

⁴*Utz v. Board of Education, Brooke County, 30 S.E. (2) 342 (W. Va., 1944).*

New Iowa School Code Proposals

N. D. McCOMBS

Superintendent of Schools, Des Moines, Ia.

IOWA has maintained excellent schools in spite of the handicaps of an obsolescent school code in which there has been no major revision for more than twenty-five years. Today the number of school districts failing to provide adequate educational opportunities is increasing alarmingly.

Recognizing the necessity for improvement of the Iowa public school systems, the general assembly established a school code commission in 1941, which was instructed to recodify the laws and report to the next general assembly in 1943. It was suggested that obsolete, conflicting or inoperative sections of the statutes be removed and corrected.

Public hearings and investigations were to establish any changes in the law which might facilitate the equalization of opportunities through the reorganization of districts, changes in the system of taxation or any other changes which would make the operation of the schools more efficient or economical.

In due time, the report of the school code commission was presented to the legislature. Known over the state as H.F. 300, it was rejected by the 50th General Assembly, not because the legislators were opposed to solving the problems presented but because there was uncertainty as to whether the proper solutions had been found; too, it was felt that the problems were of such magnitude that there was not sufficient time to give them proper consideration. The general assembly decided to continue the study by authorizing a new commission.

This consists of two representatives appointed by the speaker of the house, two senators appointed by the lieutenant governor, and three lay

persons appointed by the governor. The governor's appointees consisted of a lawyer, a farmer's wife and an educator. Although their report, which is now in the hands of the 51st General Assembly, seeks to remove immediately some of the weaknesses in the schools, its greatest strength lies in its effort to establish a long-term program which will permit a gradual improvement of conditions until the ultimate goals proposed by the commission can be reached. The major objectives given in the report are as follows.

1. To start a program which will eventually equalize opportunities.
2. To provide a more equitable and efficient system of financing.
3. To encourage and facilitate, in the interest of educational efficiency and economy, the formation of larger school units of attendance or administration or both.
4. To preserve and strengthen local control wherever possible and consistent with efficiency and economy.
5. To improve the administration of all divisions and levels.
6. To provide a better system of transporting pupils, with the state assuming a major portion of the cost.
7. To extend educational opportunities to all classes of people by making possible the development of adult education, kindergarten, special education for exceptional and handicapped children and vocational education to serve the needs of the state.
8. To improve the character of instruction through increasing instructional efficiency and to provide greater professional and economic security for teachers.
9. To increase the professional and academic qualifications of school personnel.

²*Cartwright et al. v. Graves, 184 S.W. (2) 373 (Tenn., 12/2/44).*

³*Baker and Co. et al. v. Lagaly, 144 Fed. (2) 344 (C.C.A., 10th, 1944).*

Use Public Address System to Teach Broadcasting

EARL TROBAUGH

LaSalle-Peru Township High School, LaSalle, Ill.

WHEN the public address system was installed in the LaSalle-Peru Township High School, LaSalle, Ill., the policy governing its use stated that, in addition to serving as an effective administrative device, it could also be used as a means of stimulating the creative interests of pupils through affording them an opportunity to participate in school broadcasts.

The mechanics of the public address system are such that a public address broadcast is similar to a radio broadcast, that is, the program originates in a room, or studio, and is transmitted to an audience by means of a microphone and loud-speaker.

Two microphone outlets for broadcasting were installed in the school. One was placed on the stage of the auditorium and the other in the Little Theater, a semisoundproof room with a small stage, so that programs could be broadcast from either, as the occasion might require. To provide reception, a loud-speaker was installed in each room which made it possible for all pupils to listen to the broadcasts without leaving their assigned homerooms.

Programs Allied to War Effort

Each year a faculty committee of five members is appointed to plan and supervise programs which are presented once each week during the twenty minute homeroom period at the beginning of the day. The committee feels that, in view of the fact that our country is at war, the programs should be closely allied to the war effort and should be directed toward maintaining high morale, acquainting the student body with new geographic locations where relatives are stationed in the armed forces and, whenever possible, giving them firsthand information about the war through interviews with former pupils home on furlough.

Pupils interested in participating in broadcasts are invited to submit their names and activity interests, such as announcing, acting as members of the casts, producing sound effects and script writing.

Many excellent programs have been presented, including an interview with a former pupil who is now a commissioned officer in the U. S. Navy; "The Cavalcade of Freedom," a script obtained from the National Education Association for the observance of American Education Week; "Remember Pearl Harbor," commemorating Pearl Harbor Day; a round-table discussion of "Art and Its Use in Camouflage" and "Life in the Solomons."

Working with the instructor in

journalism, the committee recently enlisted a group of pupils who are interested in radio writing to prepare scripts for broadcasting. The first of these was broadcast with the author, a junior in high school, doing the actual directing under the committee's supervision. The result was so highly successful that we are thoroughly convinced that the use of our public address system to stimulate the creative ability of pupils pays big dividends.

Only by hearing a broadcast can the work of these young people be truly appreciated; but by reading the various scripts the worth of the public address system as a stimulus to self-expression in our pupils is readily apparent.

Start With What You Have

THOMAS A. FITZSIMMONS

Principal, Lincoln School, Wallington, N. J.

THE process of learning, whether by textbook study or by teacher presentation, can be greatly aided by use of audio-visual material.

Although this means of education is still relatively new, it has, nevertheless, made progress in the realm of public education. The moving picture is primarily a source of amusement, but it is also a means of education for most people who seek relaxation in the motion picture theater. They usually come away with new ideas of certain events and happenings which they have unconsciously acquired.

Educators have become increasingly aware of the tremendous possibilities for learning which visual materials possess. Some school systems have installed "beginning" visual educational programs by ac-

quiring silent and sound projectors, glass slides and still films, but others have done nothing along this line as yet.

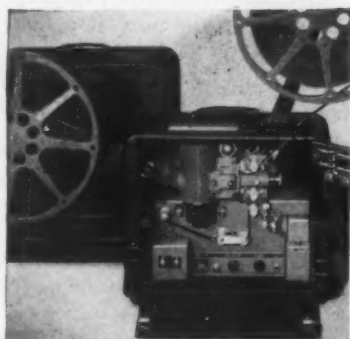
The growth of interest in this teaching aid has been slow, considering the great demand for educational progress by an alert people. The war has interfered with the plans of many schoolmen who realize the significance of visual education and has prevented them from going ahead. It does not need to act as a deterrent to plans for the future, however.

Visual equipment of the most up-to-date type has necessarily been supplied to our armed forces. School systems fortunate enough to have any type of equipment should make the most of it until the war is over. In Wallington, N. J., we are for-

Scene from
"A Fish Is Born"
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fortunate in having the latest type of sound projectors and equipment essential to the development of an audio-visual program. While the procedure of such a program has not yet been coordinated with the regular curriculum, we have at least made a start. Films from outside agencies dealing with educational subjects have been blended with our course of study with respect to both subject matter and related extraneous matter.

Visual and auditory aids are a

source of learning which must be considered in the same light as verbally taught lessons and book study. The material is not something which has to be inculcated in a child like a skill or procedure in arithmetic, however, but is a means for accentuating the learning acquired by other processes.

Any school can, and no doubt does, make use of maps, charts, graphs and pictures without employing sound projectors, delineoscopes, picturols and silent projectors.

The modern idea is that more emphasis should be put on that material which can be projected. If a school system is fortunate enough to have projecting machines it should promote the visual and auditory procedure in education.

The school should impress upon its pupils the fact that the use of visual material is but one means of imparting knowledge. On every possible occasion teachers should place before their pupils material of this type which they feel has a good chance of making an impression on them. At times blackboard presentation may be the only logical step in the formulation and development of a topic or project. It is the duty of the teacher to use whatever methods are at his or her disposal.

Such machines as the picturol projector, silent film projector, sound projector and public address system constitute the last word in audio-visual material. The proper coordination of glass slides, films, records and recordings with the regular school program is the real problem. Such material needs to be systematically allied with our present concept of teaching. Many systems have their own slides and will in the future have their own films, both silent and sound. Right now it is practically impossible to buy any type of equipment but after the war it will be accessible and purchasable at a price commensurate with the budget of every school system in the country.

How to Start Audio-Visual Program

A suggested procedure for the inauguration of an audio-visual program follows.

1. Use of maps, pictures, graphs, book pictures and blackboard.
2. Use of visual machine material on hand.
3. Desire to purchase all new visual aids.
4. Local school development of available films, glass slides and other material.
5. Coordination of visual material with the accepted methods of educational procedure.
6. Blending of visual material with the course of study in force.
7. Realization that visual education plays a major part in the development of the individual.
8. Familiarity on the part of teachers with the operation of visual and auditory equipment.

*Look
who's making
excuses
now!*



You want to know what you could have done, Mr. Superintendent, you could have knocked us over with a feather, yes sir, a feather is what you could have knocked us over with when we heard teacher say there were four reasons why she wasn't using her blackboard.

Don't tell her we told you but these were the four reasons she gave. She said (1) "I can't draw", (2) "My handwriting is pretty bad", (3) "Blackboard work takes too much time", and (4) "Anyway my blackboards aren't much good."

You know what we think? We think reasons (1), (2), and (3) are only excuses (the kind she won't let us get away with) because anybody knows (1) you don't have to be an artist to do things with the blackboard, (2) people who can't write can always print, can't they, and (3) blackboard saves time because anybody can learn faster when he can SEE what the teacher's talking about. We think teacher knows all that.

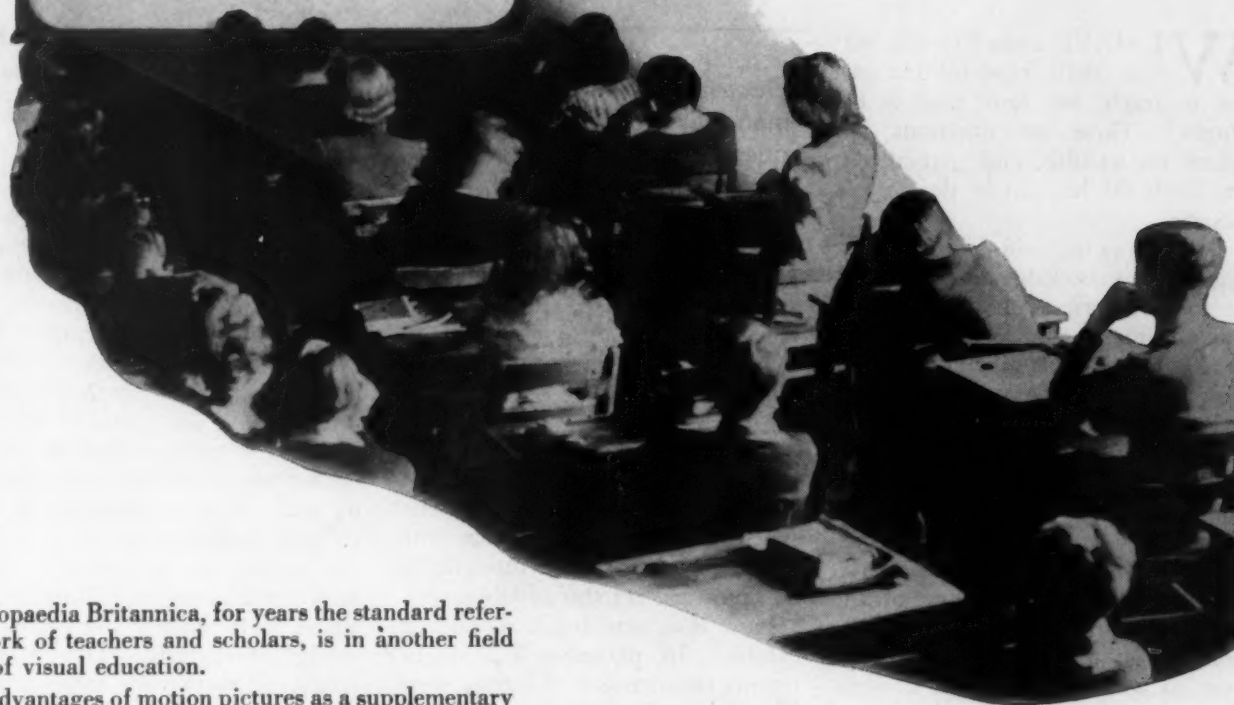
But, Mr. Superintendent, we wish you'd check on reason (4). If her blackboards REALLY aren't any good, there's something YOU can do about that, isn't there? We mean you can still get Hyloplate Blackboards . . . those Weber Costello folks are still answering their mail. Dept. NS-45.

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Encyclopaedia Britannica, for years the standard reference work of teachers and scholars, is in another field — that of visual education.

The advantages of motion pictures as a supplementary teaching medium have been conclusively demonstrated by educators and research groups. In Navy courses, it was found that students learn up to 35% more through the use of sound films — and that such learning is retained 55% longer. Sound films as methods of instruction are a part of the program of the Armed Forces, and many branches of industry utilize motion pictures for training.

Encyclopaedia Britannica Films Inc., through Erpi Classroom Films and the Silent Teaching Films (formerly Eastman), offers the most complete collection of sound and silent teaching pictures available. To this collection will be added further subjects, compiled with the accuracy, authenticity, and technical excellence synonymous with the name of Encyclopaedia Britannica.

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Encyclopaedia Britannica Films Inc.

Vol. 35, No. 4, April 1945

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(Your Position)

(Name of School)

(Address of School)

THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

How to Plan an Exhibit

WE HAVE a story to tell, but how shall it be told; a lesson to teach, but how shall it be taught? These are questions for which the exhibit, and particularly the foods exhibit, can be the perfect answer.

There is an inquiring public grasping for the knowledge that the world of today offers, a public, too, that has no time to read lengthy articles. It likes exhibits that give information simply and clearly. We well remember the Chinese proverb "A picture is worth 10,000 words." And what is an exhibit but a picture in three dimensions?

The type of exhibit under discussion should perhaps be stated clearly. It is not the elaborate one of the World's Fair, the costly one of the commercial institution or the large one so commonly seen at conventions. It is the educational window display, the cafeteria or classroom arrangement, a local or national conference exhibit or the exhibit that can be set up wherever people pass.

Occasionally to the cafeteria manager's desk comes a request to help stage an exhibit. Whether it is for the school, a P.T.A. meeting or her own professional group certain basic principles must be followed. In this article Mrs. Baker describes the correct procedure step by step

It requires a little money but is not expensive, a few materials but nothing pretentious, careful thought but no untoward amount of labor.

How does one begin to plan an exhibit? Its planning and staging require the inclusion of definite steps. The sequence of these steps can be varied, although the experience of many years has pointed out a successful formula. The spectator must be the first consideration.

PEARL C. BAKER

Adult Health Educator
Frances Stern Food Clinic
Boston Dispensary, Boston

A clear understanding must be had of the people to whom the exhibit will be presented. Consideration of their background, age, interests and habits is a definite prerequisite. The exhibit must be further considered in relation to their educational background with an appeal to their instinctive interests—through subject matter portrayed with color, simplicity and objects reminiscent of their cultural background.

Consider, for example, the exhibit on vegetables which is illustrated in figure 1. It contains but two simple thoughts: vegetables take minerals from the earth; we take minerals from the vegetables. The beauty of this exhibit comes not alone from its simplicity but through the colors of brown and orange brought out in the background and in the vegetables. The center picture, a lovely print, is suggestive of the land and soil so familiar to many. The color of the earth blended with the peat moss on the table ties the exhibit together.

A motive is another necessary step in the birth of an exhibit. There must be a definite desire to inform, to educate or to stimulate thought or action on a definite subject. When the purpose of this subject can be expressed clearly the planning and construction will follow easily.

The purpose of the exhibit illustrated in figure 2, the subject of which was "Food Fights for Freedom," was to show what foods could be purchased to take the place of scarce or rationed foods. Oranges were scarce and expensive. What could be purchased to give equal food value? Similar treatments were built around butter and meat, which were practically unobtainable. What

FIG. 1.—VEGETABLE EXHIBIT



Pleasurable

FOOD
ECONOMY



SEXTON
Quality Foods

THE LOW COST per serving and excellent profit of gelatine dessert make it extravagant to serve anything but the best. Sexton Gelatine dessert is the answer. You could read through its clear transparency. Yet its sparkling color invites and its true fruit flavor delights every taste.

Sexton Chocolate Dessert Powder is of the same surpassing quality. If your guests have not tasted its superb chocolate flavor, a real treat is in store for them.

GOOD FOOD FOR



PLEASED GUESTS



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NOURISHING, appetizing hot food service assures happy, healthy faces in your school cafeteria. Hotpoint-Edison cooking equipment... and *Electricity*, the modern fuel... are a combination impossible to beat when the finest food is to be served. Quality is built into every vital part of efficient Hotpoint-Edison electric equipment, assuring long and dependable service.

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Hotpoint-Edison equipment provides both the economy and safety that are of such paramount importance in a school kitchen. Lower rates result from the use of only one fuel for light, power and cooking in all-electric service. Improved working conditions assure contented, efficient help who can handle a greater amount of work. Electricity is safe,

too... there is no flame or inflammable fuel; the fire hazard is definitely cut down.

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Government regulations now permit manufacture of a limited quantity of equipment for essential civilian use. If present equipment is inadequate or beyond repair, consult your local distributor or write to Hotpoint.

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would equal them in nutritional value?

The purpose of each individual part of the exhibit was stated. For illustration, in the exhibit on ascorbic acid it was stated: "The purpose of this exhibit is to show what foods can be eaten that will give the same amount of ascorbic acid as the orange." Such a statement will point the way to the actual planning.

The subject has been selected then and the purpose stated. Remember when the subject is selected that consideration must be given not alone to what you want to tell but what the people wish to know. All the information that you want included in the exhibit should be written down. Certain parts can be selected and then condensed by first putting the wording into general form and then into brief slogans or statements that are to become part of the exhibit. The appeal of an exhibit comes in part through its short legends. No individual legend should contain more than 20 words. The entire vegetable exhibit contains only 28 words and not more than nine words in a legend.

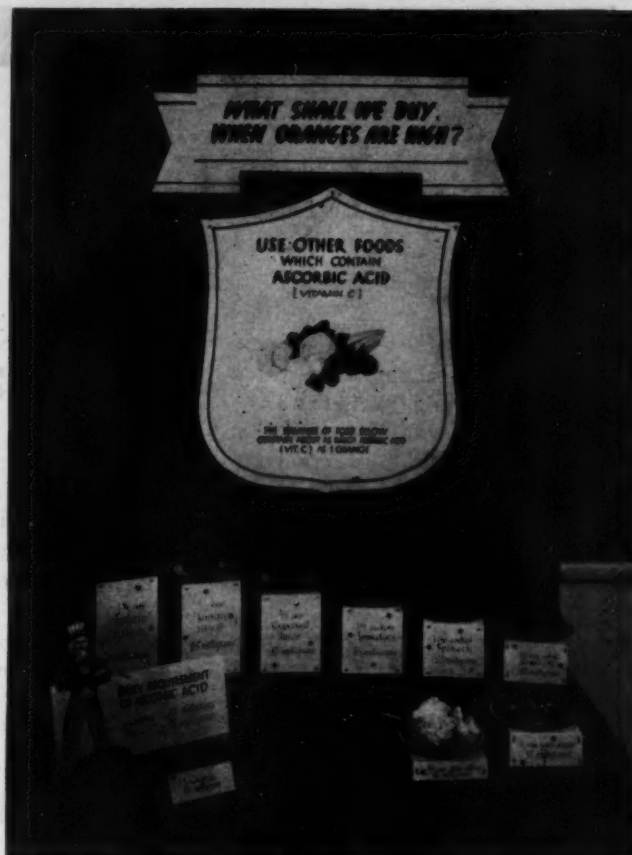
The selection of pictures and other objects is the next step in the planning of an exhibit. The subject itself will often suggest the objects, objects that will be instrumental in clarifying and simplifying the subject and will add esthetic value. How these objects are placed in the exhibit will vary as greatly as will the personalities among individuals.

The color scheme of the exhibit will have to be decided upon at this point. There is a certain symbolic value to color. For the vegetable exhibit, the fall colors of brown and orange were used. Red, white and blue will suggest themselves for an exhibit that is to be tied up with our national nutritional effort. Orchid and yellow might be used for Easter; green and red, for Christmas. The colors may be responsible for the exhibit's success or failure and should therefore be chosen with a consideration of color harmony.*

The lettering of an exhibit can be done by pupils in the school's art department. Or commercial letters can be purchased and then traced for exhibits or the exhibit planner can make her own sets of

*Application of Art Principles to Exhibit Making by E. L. Engel in Exhibits, published by the National Publicity Council.

Fig. 2.—Food Fights for Freedom. This exhibit illustrated foods that can be substituted for oranges to provide ascorbic acid in the diet.



stencils by copying from a lettering book and cutting out on undeveloped x-ray film, an even more durable material than the commercial cardboard letters.

When the planning of the exhibit has progressed this far it is wise to make a scale drawing of the plans to facilitate the actual construction. This small scale drawing will provide a chance to experiment with size, lettering, proportions and position of objects. Most important, the drawing will be a test of the focal point of the exhibit, the point to which the eye of the passer-by will be attracted and which unconsciously directs his line of vision.

Before constructing the exhibit, present the plans to co-workers or friends. They will respond to its effectiveness, or lack of it, and that in itself will point the way to changes that will increase its appeal.

What about cost? We have said that it need not be expensive. The paper, paint and cloth or paper background usually represent an expenditure. Many of the objects can be borrowed from people who are willing to help further the work—friends, commercial concerns and others. Perhaps something must be

purchased that appears to be expensive but the cost becomes almost inconsequential when one considers that it may be used repeatedly in different exhibits.

Finally the exhibit is constructed according to plans. Even at this point changes may be required and they should be carried out until every part meets with approval.

A photograph of the exhibit, as well as a permanent record of the plans, scale drawing, size of signs, wording, color scheme and list of materials, will be invaluable not only for your own future reference but for others in the field who may wish to reproduce the exhibit.

There will come to those who have planned and set up an exhibit as great a sense of exultation as comes to the artist or sculptor who stands before his finished creation. To use the exhibit as a means of expression is to extend one's work, reinforcing the education accomplished through previous personal contacts, spreading the work to a vast public, appealing to people in all walks of life. Here is a medium from which the returns are great; a medium that is only a small part work and a great part fun.

To Facilitate Repair Orders

ROGERS B. JOHNSON

Former Superintendent of Building Maintenance, Harvard University

THE everyday operation of a proper building maintenance and repair organization is not possible without a solid connection between the occupants of the buildings and the staff of the maintenance and repair organization.

A definite system of originating orders, of routing and of executing repair work is necessary to make secure the bridge between the tenants and the repair department. It must be flexible enough to care for emergencies properly but strong enough to carry all types of overload.

Collaboration Needed

The orders for extensive and periodic repairs, complete renovation, outside painting, new roofs and so on, which are covered by special items in the building budget, will generally originate in the maintenance and repair department but even these must be issued and executed in collaboration with the building occupants and others interested in the building operation.

Miscellaneous repairs and emergency repairs are generally originated, on the other hand, by the tenants or by the building operating personnel.

Four groups are involved in the use of an educational building. The primary group is made up of the tenants—the pupils, teachers, laboratory workers, office workers—for whose comfort and convenience the building is in existence.

Closely associated, from a service standpoint, is the housekeeping group, consisting of those who perform the normal household duties of cleaning, arranging furniture, emptying wastebaskets, unlocking doors and in general seeing that the building is ready for its various functions.

Closely allied to the housekeeping group, and in many small buildings merged with it, is the operating engineer group which is in immediate charge of the heating plant and

other mechanical contrivances, such as elevators, ventilating and refrigerating equipment and the like.

The fourth group consists of the building repair and maintenance men.

The housekeeping and the operating groups, as their names imply, are specially trained on the basis of service to the tenant group, one of their definite activities being to serve as a connecting link between the maintenance and repair requirements of the buildings and the maintenance and repair department.

The essential of this liaison relation is the prompt and specific notification to the maintenance and repair department of the necessity of building repairs. A system under which this is done efficiently is of tremendous value to the whole building project. Such a system must be simple and direct and must differentiate between real emergency repairs and the ordinary type.

Everyone in His Own Department

For the type of building maintenance discussed here, the differences between one building service and another as noted should be clear cut. Members of the housekeeping department should confine their activities to housekeeping work and should not, except in cases of emergency, make building repairs. Except in small buildings, where they may be specially trained to take care of heating plants, mechanical operators should handle the mechanical equipment only. They should not make building repairs.

The reasons for both groups being forbidden to make repairs are the same, namely, that the members of these two groups are not trained building mechanics and in the long run repairs made by them are neither

permanent nor in keeping with the original quality of the work.

The only functions of these two groups, insofar as building repairs are concerned, are the prompt discovery of any shortcomings in the building and the intelligent reporting of these to the maintenance and repair department.

The work of reporting repair needs can be materially helped by having a suitable standard designation for various localities in a building. This may be done by numbering exterior windows in accordance with a system which will designate the floor as well as the exact location of the window. In other types of buildings, room numbers may suffice or bay numbers may be used. In any event it should be possible for a janitor to designate definitely and exactly the location of some specific trouble by the use of such system.

Reports Must Be Definite

The next step is the training of the personnel in the definite designation of the type of repair necessary. For example, a notation that third floor window 43 is out of order is of little value to the maintenance and repair department but a notation that the chain sash line is broken permits the maintenance and repair department to dispatch the proper man to the window with the proper repair parts.

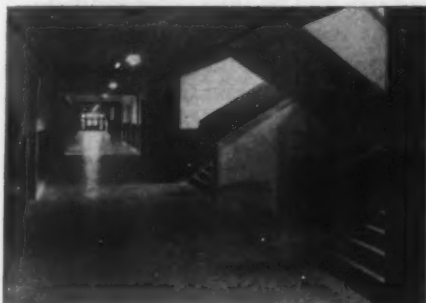
There is also great opportunity for proper training in order writing. The points to cover, besides location and detail, include a notation of the urgency (bearing in mind that to cry "Wolf, wolf" is exceedingly dangerous); a statement of any special difficulty involved; a notation of the times when the job cannot be worked on because of occupancy or other reasons.

While each specific repair should have its own individual order, a great deal of cost can be saved if a janitor will group all carpenter repair orders



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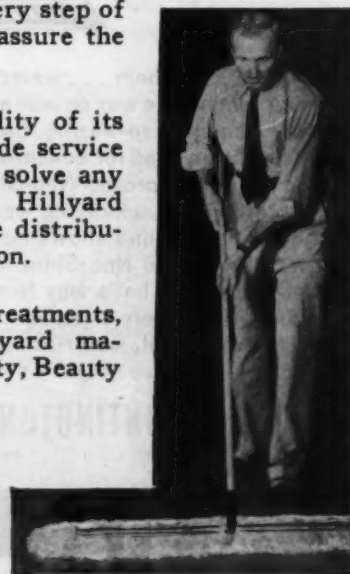


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for one section of a building together and send them to the maintenance and repair department at the same time. In doing this he must, of course, be sure that such a group does not contain an emergency order.

A further aid which can be given by the janitor is the exact specification of the size of such items as broken glass, electric light shades and the like. As a supplement to such size notations by janitors, there should be a record in the maintenance and repair office of the exact

sizes of different replacement items in each building.

The janitor's orders for repairs should be made in triplicate, one copy being retained by him, the other two being sent to the maintenance and repair department. When they are received they should be inspected for completeness of detail, necessity of work, trade or trades involved and should be O.K.'d and turned over to the shops for proper scheduling. In some cases it may be necessary to re-write the orders but, with proper

training of the janitorial staff and operating engineering staff, such re-writes should be few.

When the mechanic goes to the building involved to make the repairs he should always notify the janitor that he is in the building so that the janitor can make proper notation on his order when the work has been completed and can act as a liaison agent between the tenant and the repair man.

As a supplement to the reporting by janitors of minor building repair needs, the maintenance and repair department should institute periodic work inspections of all buildings. These should be made by the representatives of the various trades, the plumbers, electricians, carpenters, and should involve a careful mechanical inspection by each of his particular equipment. Many embryonic troubles will undoubtedly be discovered by such work inspection. It is a "stitch in time that saves nine." For example, one carpenter may find 10 bad sash lines and replace them as a group, whereas if they are discovered and reported by the janitor individually as they break it may mean 10 separate trips to repair them. The same is true of leaking washers and slow running drains.

Minor Repairs Reduced

In one large institution the minor repairs reported by the janitorial staff are sharply reduced for a considerable period after a work inspection.

The large, specially budgeted items of building repair are anticipated by the building maintenance and repair organization and, in general, are the result of tenants' suggestions or building maintenance and repair inspections, although at times they may originate as janitorial orders.

To summarize the building maintenance and repair problem, it is of the essence that the requirements of the building, in order to make it fulfill its educational function, be properly and promptly discovered and that these discoveries be efficiently transmitted to the maintenance and repair organization. That organization, in turn, delegates the jobs to the proper individuals who are the instrumentality for transporting to the point in the building where the trouble exists the proper mechanic with proper tools and repair or replacement parts and with full instructions as to what he is to repair.



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Suggestions

FOR THE MAN WHO'S PLANNING TOMORROW'S SCHOOL

School authorities and architects are taking a progressive viewpoint in choosing materials for tomorrow's schools.

They're selecting materials for function—for their ease of cleaning, for their durability, for the permanence of their finishes, for many other practical characteristics.

The result? A definite trend to glass. Your architect is familiar with the use of glass—how to employ it soundly and economically to make your school better in many ways. Discuss it with him. And for the right glass, see your L-O-F Distributor. Libbey-Owens-Ford Glass Company, 2245 Nicholas Building, Toledo 3, Ohio.



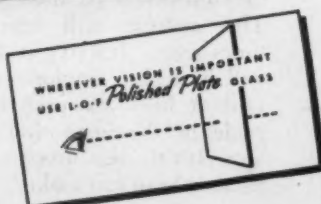
1 DAYLIGHT ENGINEERING—the use of glass to achieve better daylighting—has been given new impetus by the development of Thermopane, the Libbey-Owens-Ford windowpane that insulates. Thermopane is a double-glass unit with a hermetically-sealed, insulating air space between the panes.

With Thermopane you can make your windows far larger without causing excessive heat losses. Full information—including sizes, weights, and types of glass with which it can be fabricated—is given in our new Thermopane book. Write for your copy.



2 TRANSOM AREAS. These glass panels placed high to permit full use of wall space on either side, transmit borrowed light into the hall. Made of decorative glass, their clean, horizontal lines lend architectural beauty to the hallway.

3 WINDOW SILLS. L-O-F Vitrolite, a structural glass of colorful beauty, is ideal for this purpose. Sills are often dirt-catchers, but when they are glass, you can be sure they can be cleaned to a sparkling lustre every time, without harm to their finish.



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BETTER PLANT PRACTICES

Beware of Ladders

During a conversation the other day with a maintenance man who speaks with authority, the question of hazards came up. "Ladders cause more trouble in most institutions than anything else," he declared. "In the first place, too often an employe is told to work from a ladder when he is not used to it and, second, the ladder hasn't been checked carefully to see whether it should be repaired or thrown away. I

suspect that a great many of them now in use should be discarded; they are hazards.

"The average porter isn't a ladder man," our friend continued. "This means that he must be instructed how to wash from a ladder and how to work from it. He must be shown the position for placing the ladder."

Suggestions on Personnel

From the subject of hazards, the conversation switched to the selection of custodians and personnel problems. "Of course, in these days you have to take what you can get," our mainte-

nance friend continued, "but to tell you the truth I was never one to take much stock in references. I have always figured that you have to size a man up for yourself. For example, you can't tell whether your man is a painter by just talking to him. You've got to see him with a paint brush in his hands. This means that if you are the man who is employing him, you must know how to do the work. Otherwise, how can you tell whether he knows what it's all about?"

"What I try to discover in my first interview with an applicant is whether or not he is honest, loyal and will give service. If he isn't loyal and isn't going to be cooperative, he will never work out, no matter how much he's paid or how skillful he may be in handling a paint brush or other equipment.

"Once you have the right man, which comes pretty close to being a miracle these days, make sure that he is interfered with in his work just as little as possible. Sometimes a teacher or office employe will start giving orders. This means trouble. There can be but one head and the custodian should take orders from, and be subject to, no one but the head of his department. Another point to remember is to adopt work schedules and stick to them.

"Personally, I never was one for getting too many men of one race or religion in a group. Before you know it, cliques get started and nothing will ruin morale quicker than cliques. I believe, too, in getting employes together upon occasion and talking to them about their work and how they may improve it.

"We all like to be considered and to have a voice in things. When the individual has an idea or makes a suggestion, act upon it and develop it. You can't treat people as if they were automatons. I am careful never to take advantage of an employe. Supervision is all right; it is important, in fact, but it can and should be done without creating antagonism.

"And there should be encouragement always. If you have good material to start with, there is no reason why the plumber's helper cannot one day become the plumber and the wall-washer, the painter. There is no telling how far a person can go if he has a natural aptitude for his work.

"Finally, supply your employes with good looking uniforms, with some sort of identification on the arm. What if they do cost a bit more than overalls? The uniform will repay you many times over. Just try it and see. You will find an employe showing new pride in his work, pride in himself and pride in the institution that employs him. It's the best investment any maintenance head can make."

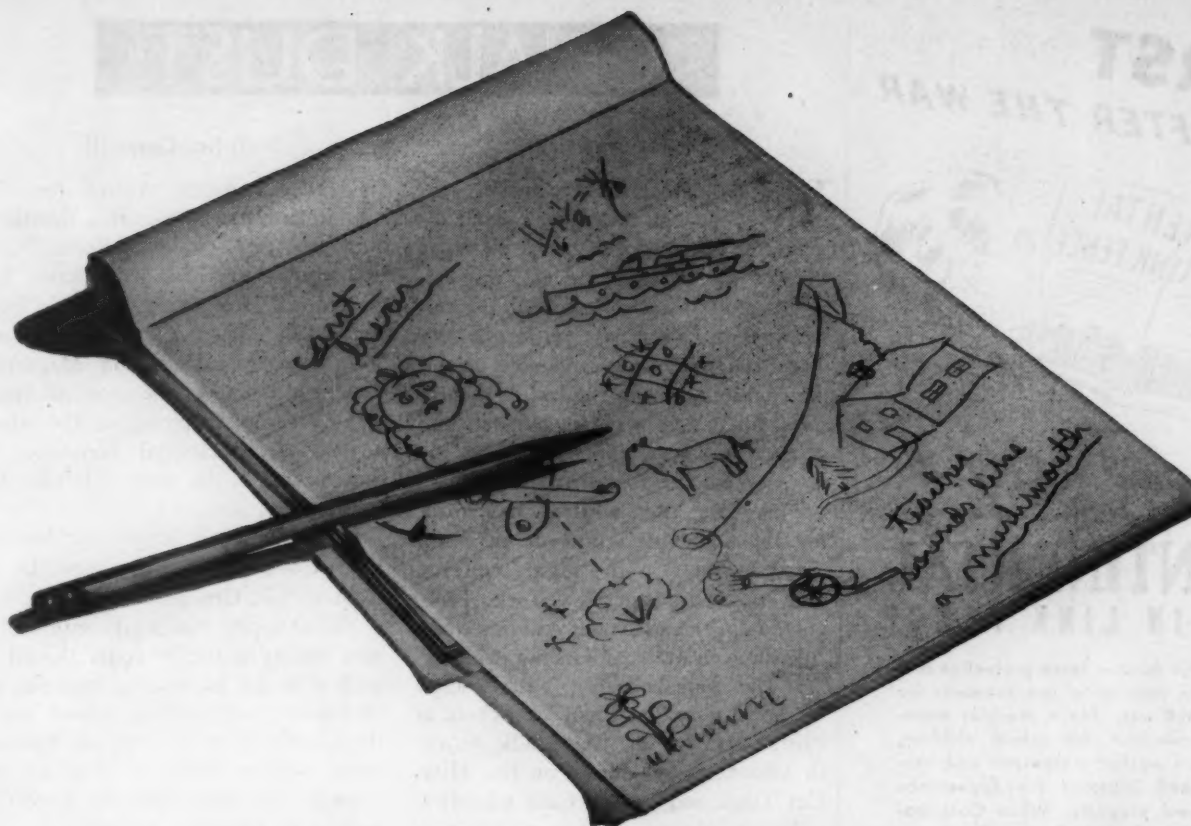
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forated fibre tile and most widely used acoustical material. The hundreds of holes in each Acousti-Celotex tile soak up noise. The result is relief of nervous and mental strain, better listening quality for every room and greater efficiency all around.

Just start with a classroom, corridor or cafeteria to prove the benefits of Acousti-Celotex. It can be quickly applied without disturbing routine. Can be painted without loss of efficiency.

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CHALK DUST

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WE SOMETIMES prattle in pedagogical language about interpreting the school to the public as if we were the creators and sole progenitors of some mysterious invention about which the public hasn't yet heard. We forget that the American public school has its roots deep in the soil of democracy and has been christened, fed and watered by generations to whom democracy existed as a living thing.

This observation is based upon reading the names of school districts still doing business in the highly cultured and erudite state of New York. Probably younger and cruder cultures could furnish even more convincing evidence.

If you don't believe it, write a letter to the principal at Henpeck School at Phelps, N. Y., or Buttermilk School in Chautauque County, or Bee Hive, Cat Track and Johnny Cake schools.

You might even get some excellent pointers on the curriculum from the Whiskey Hill School or the Heathen Hollow or Hell Hollow districts. But for my part I am going to offer a job to the teacher in the Rosebud School district. She might improve the looks of my present faculty which are only median.

CONTRACT TIME

Now polish your bazooka, lad, and shine your snickersnee; patch up your dented armor for the days which are to be! Lay in your extra rations and keep your powder dry; the day for battle comes apace as contract time draws nigh.

So post your sentinels with care; your contacts organize; map out your basic strategy to guard against surprise. Dig deep and well your foxhole to outwit each targeteer, so that a sudden quick assault won't catch you in the rear.

Appease with humbleness and tact the local editor and publicize with honesty the things you're fighting for. Then when your final plans are made, dig in, my boy, dig in. You won't have long to tarry for the snipers to begin.

But if your strategy is sound, your "line" in good array; if you have properly appeased the ma of little May; fear not the pincers movement nor the public ballyhoo, but strike with all your courage for that raise long overdue.

Statistics Done It!

THE Chalkdust Award for Unstuffed Shirts goes this month to Supt. George R. Staley of Rome, N. Y. For years Superintendent Staley has written a monthly page, "Four O'Clock," published in the *New York State Teachers Association Magazine*. The page is one of the most informal, delightful and inspiring in the whole history of educational literature, although that is distinctly a left-handed compliment.

In an "unlove letter" to Mistress Bess Goodykoontz, Assistant U. S. Com. of Ed., George says in part:

"What a pity that a girl with such a nice cuddly name as yours should be such a hyena for tearing statistics out of honest hard-working school superintendents! Your surveys on 'Employment' and on 'Effect of War' are bad enough, but that 'Biennial Report' is worthy of Himmler himself.

"For two straight weeks I have not seen the inside of a classroom. Every minute not taken up by telephone calls, salesmen, promoters, parents, board members and other varmints has been devoted to a life and death struggle to unscramble my state report just enough to permit me to rescrumble it in the devilish ingenious form you so maliciously submit.

"And the morbid interest you display in sex! Why can't a pupil sometimes be just a pupil and not forever a potential progenitor with a definite 'B' or 'G' label? Did you never hear about the school teacher who went to the zoo and saw for the first time a hippopotamus? After scrutinizing the beast with a scientifically appraising eye, she asked the keeper whether it was a male or a female. 'I dunno,' replied the keeper with extreme detachment, 'and,' he added, 'I dunno what difference it makes to anybody 'cept another hippopotamus.'

"So, Bess, if you don't find all the data called for, just remember that I, too, 'dunno what difference it makes.' It's all over between us now, Bess, and not one single 'X' have I to add to my

"Yours truly,

JOHN J. SUPER."



Plane People

PICTURED at the left is a group of highly trained specialists, representative of the personnel which is typical of a domestic U.S. airline. At the right are suggested the countless thousands of people, in all walks of life, who have yet to experience their first journey by air.

The importance of Plane People increases in direct ratio to the number of Plain People they are privileged to serve. This is true because the airplane's effectiveness as an instrument for swift domestic and international transportation can be measured only in terms of the number of human beings who utilize what is possible *exclusively* with air transportation.

The value of every invention is determined by *how many* people put it to *what* uses. To assess the significance of the telephone, count the number of subscribers: 20,000,000 in the continental U.S. alone...



Plain People

and count the vast number of times people use the telephone for all kinds of beneficial purposes.

When *millions* instead of thousands of people have become air travelers, the unprecedented possibilities of air transportation to benefit every phase of life—spiritual, cultural, commercial and political—will become as integral to our existence as air itself.

We earnestly invite your comments, suggestions and questions. Our aim is to assist educators in their study of the meaning of the air age, and to work with them in planning their instruction in the light of its implications. To help do this, we offer "Air Age Education News," a publication devoted to analysis and discussion of the impacts of global air transportation upon civilization, and to specific suggestions for teaching. A free copy is available upon request.

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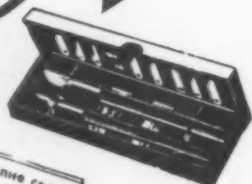
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WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

S. 717

A new federal aid bill (S. 717), introduced by Senator Mead March 8, would provide an annual appropriation of \$550,000,000 to states meeting certain specified requirements. The amount appropriated would be divided three ways:

1. The sum of \$300,000,000 would go to raise substandard educational conditions, with no prejudice against minority races, as follows: (a) to eradicate illiteracy; (b) to extend school terms to nine months; (c) to reduce overcrowded classes; (d) to provide adequate salaries for teachers from nursery school through junior college.

2. The sum of \$100,000,000 would go yearly for such special services as providing transportation, library facilities, textbooks, visual aids and school health programs.

3. The sum of \$150,000,000 would give assistance to needy pupils.

Such a program would be under a National Board of Apportionment in the Federal Security Agency, the board to be composed of five representative citizens appointed by the President with Senate approval.

Would Extend Veterans' Plan

A hitherto excluded group of service-men would be given educational benefits under the G.I. Bill of Rights plan by means of H.R. 2567, a bill introduced March 9. The new bill would credit service on inactive duty toward the ninety day period required for eligibility.

N.R.O.T.C. Expansion

The Navy Department has made plans for the shifting of most V-12 students to the R.O.T.C. by July 1, according to an announcement following the signing by President Roosevelt of the expansion measure.

The measure authorized a permanent increase of from 7000 to 14,000 in the number of young men in training for commissions in the Navy with a temporary war-time total of 24,000. Certain groups of students who are taking specialized courses, such as V-12, pre-medical, pre-dental, medical and dental, will continue under the V-12 program.

The number of units of N.R.O.T.C. in colleges and universities will be increased as a result of the passage of the bill. At present 27 are in operation. The number and identity of additional units have not yet been determined, although a special committee appointed by Secretary Forrestal will recommend

a list of colleges and universities to receive the new units.

The expanded organization will be placed on an eight term basis, thus permitting officer candidates to complete their education before being commissioned.

National Dental Health

A national dental health bill, H.R. 2234, introduced February 16 will become, if enacted, Title VII of the Public Health Service Act. Authorized to carry out the provisions of this subsection is the sum of \$7,000,000 for the year ending June 30, 1946, and for each fiscal year thereafter.

The purpose of the bill is to "enable the Surgeon General to develop more effective measures for the prevention, treatment and control of dental diseases; to develop more effective measures for the education of the public concerning such diseases, and by means of grants to assist states, political subdivisions of states and municipalities to develop and maintain more effective measures for the prevention, treatment and control of such diseases, and the education of the public concerning such diseases, including the training of personnel for state and local dental health work."

The establishment of a national program of dental care for all children was recommended by leading dental and professional men at a conference in Washington recently, according to an announcement of the Children's Bureau March 1.

As a practical beginning, this program would give priority each year to children entering their first year of school, with maintenance care being continued thereafter. Services would later be expanded to take in both older children and those of preschool age. Within half a generation the present dental neglect among young adults would be done away with and only maintenance care for those reaching maturity would be needed, the conferees reckoned.

Benefits Servicemen's Children

Introduced February 8 by Senator Wheeler was a bill (S. 487) to extend certain provisions of the Servicemen's Readjustment Act of 1944, relating to education and training, to children of persons whose death results from service in the armed forces.

The amendment would provide that a child of any person who shall have died as a result of personal injury sustained, or disease contracted, or of preexisting

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A built-in blower cooling system and extremely rugged construction round out the features that adapt it so well to its many uses in the up-to-date school . . . the same features that have contributed so much to its usefulness as a military instruction instrument.

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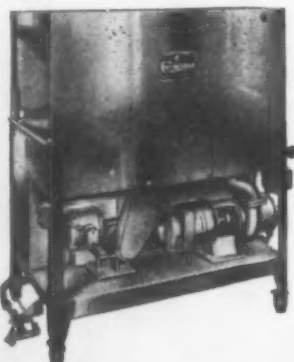
IT'S MINE! I SAW IT FIRST!



"We oughta have an Autosan!" squawk the waitresses during peak-hour rush for clean tableware. I never realized how important plenty of clean dishes were, till the war caught me short of help – and short of an Autosan Dishwashing Machine! You bet I'm writing today for an experienced Colt representative to call and help me plan a modern dishwashing department for my kitchen!"

- ★ Autosans are compact – fit in any kitchen layout – speed-up dish traffic – assure prompt servings and more customers served per meal!
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- ★ Colt engineering has made Autosan easy to operate – dependable for years of service – easy to clean. Scrap trays lift out instantly for cleaning and spray parts are removable without tools.
- ★ Plan without delay. Write and tell us when you would like one of our experienced representatives to call.

Six Colt Autosan War Models now available subject to WLB approval.



MODEL RC-2W AUTOSAN

Washes, rinses and re-rinses up to 2500 dishes per hour. Tank has 30 gal. total capacity. Powerful pump delivers "cloudburst" action through 6 spray tubes above and below moving conveyor. Unusually compact for a high-capacity unit—overall length 42", 30" wide overall, and 54" high.

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injury or disease aggravated, in line of duty in the active military or naval service on or after Sept. 16, 1940, and prior to the termination of the present war, shall be eligible for a course of education or training not to exceed four years.

A child to benefit from this provision must have completed a high school course or its equivalent and the course of education or training shall have been commenced before the child attains the age of 21 years. No person who has reached the age of 25 shall benefit from these provisions. The term "child" means a legitimate child, a child legally adopted or a stepchild who was a member of the serviceman's household on the date of his death.

Veterans' Guidance Centers

Veterans' Guidance Centers have been established in 50 educational institutions to give advice to veterans who have suffered service-connected disabilities that are pensionable and constitute handicaps, Brig. Gen. Frank T. Hines announced March 5.

The number of such centers will eventually reach several hundred. They are established under agreements entered into by the institutions and the Veterans Administration.

Disabled veterans who are to receive vocational rehabilitation under Public Law 16 are sent to these centers for advice in selecting courses. Teachers, vocational experts, psychologists and doctors interview the men and give them tests to determine the type of activity best suited to bring about complete rehabilitation. While studying, veterans are paid \$92 a month if they are single and \$103.50 a month if married. Additional allowances are paid for other dependents.

Veterans taking educational courses under the G.I. Bill of Rights are not required to accept guidance in selecting their courses. The services of experts in these centers are available, however, to all who desire this assistance.

Education for Merchant Seamen

Introduced February 26 was H.R. 2346 to provide for readjustment in civilian life for persons serving in the U. S. Merchant Marine during World War II and to provide aid for the families of deceased war-service merchant seamen. Title II of the bill would give these men the same educational benefits being provided service men and women in this war under the so-called G.I. Bill of Rights.

New Vocational Training Films

Thirty-two new films to aid in the training of workers in vocational schools

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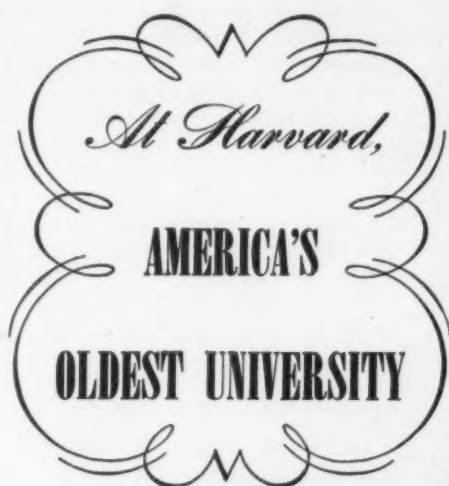
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GAS, the Modern Fuel,

Cooks and Bakes for Student Soldiers

Since the summer of 1940, the facilities of Harvard University have been dedicated to special training courses for officers and officer candidates—often numbering up to 7,000 men.

In the main kitchens which prepare the student soldiers' food are great batteries of hot-top ranges with the last word in insulation and heat control, batteries of ceramic broilers and deep-fat fryers, all gas-heated.

Gas roasting ovens—the finest in modern equipment—reduce by a large percentage the normal shrinkage in roasting operations. A huge bakery, gas fired, produces all the bread, cakes and pastry needed.

Nor is this installation—splendid as it is—exceptional, for wherever speed and quality of product are paramount,

Gas cooking and baking equipment will be found. If you are looking to post-war expansion or remodeling of your cooking and baking facilities, consult your Gas Company's Commercial Representative at once for information on the latest Gas equipment.

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and war industries have been released, according to the U. S. Office of Education. The new films, 16 mm. sound motion pictures, cover a variety of subjects, such as woodworking, foundry work, aircraft maintenance and machine shop work. Of special importance in rehabilitation work, the new films were supervised and planned by technical experts and visual educators.

Conference on Veterans' Education

The second in a series of exploratory conferences on veterans' education under the G.I. Bill by representatives of agencies and organizations interested in

such problems was held in Washington February 26 to 28.

Howard A. Dawson of the N.E.A., chairman of the conference, told the opening session that 33 states are taking measures to prevent fly-by-night educational outfits from sharing in G.I. tuition fees. Earl E. Mosier pointed out that the approval of educational or training institutions under the Servicemen's Readjustment Act of 1944 is one of the most important matters in the whole field of veterans' education.

Because veterans are adults, their education must be adult education, one group leader emphasized. They will

resent and reject courses designed for children. The curriculum must be flexible enough to meet the veterans' interests, needs and abilities. Emphasis should be on the achievements of the serviceman rather than the traditional lock-step of prerequisites, reading so many pages and writing so much material.

An outstanding recommendation was that the educational benefits of Public Law 346 be made available to *all* persons, regardless of age and whether their education was interrupted. It was felt that this can be accomplished by H.R. 154, which proposes to strike the provisions dealing with the interruption of education and the 25 year age limit from the law.

Priorities for Surplus Property

The Surplus Property Board calls attention to the fact that section 13 of the Surplus Property Act of 1944 provides that time priorities be given to states, local governments, tax-supported and nonprofit institutions for the purchase of surplus property. The board is at present preparing regulations to effectuate this provision.

Restrictive state laws prescribing procedures involving competitive bids, posting of notices and public advertising probably would make it impossible for institutions to negotiate for purchases of surplus property, declared the board. The Council of State Governments has suggested state legislation which would put these priority buyers in a position to exercise their rights under the law.

Would Stop Petrillo

Dr. Joseph E. Maddy, president of the National Music Camp at Interlochen, Mich., told the House interstate commerce committee February 22 that if James C. Petrillo succeeds in enforcing his latest mandate prohibiting A.F.M. members from teaching at the National Music Camp he will extend his control to include music teaching in all schools of the United States. Doctor Maddy urged committee approval of the Dondero Bill, a companion measure to the Vandenberg Bill passed by the Senate January 15.

To Prevent Racial Discrimination

A bill (S. 537) to prevent discrimination by colleges and universities on account of race, color or creed was introduced by Senator Langer February 15.

New Vocational Education Bill

S. 619 is the new vocational education bill introduced February 26 "to provide vocational education and retraining, including part-time training and work-experience programs for the occupational adjustment and readjustment of youth and adults, including



At the pupil's fingertips!

With the Lowerator Automatic Tray Dispenser, students get their trays quickly and easily—within easy reach without stooping or stretching.

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Solves your problem of adequate tray storage with convenient accessibility. Eliminates unsightly and dangerous high tray piles.

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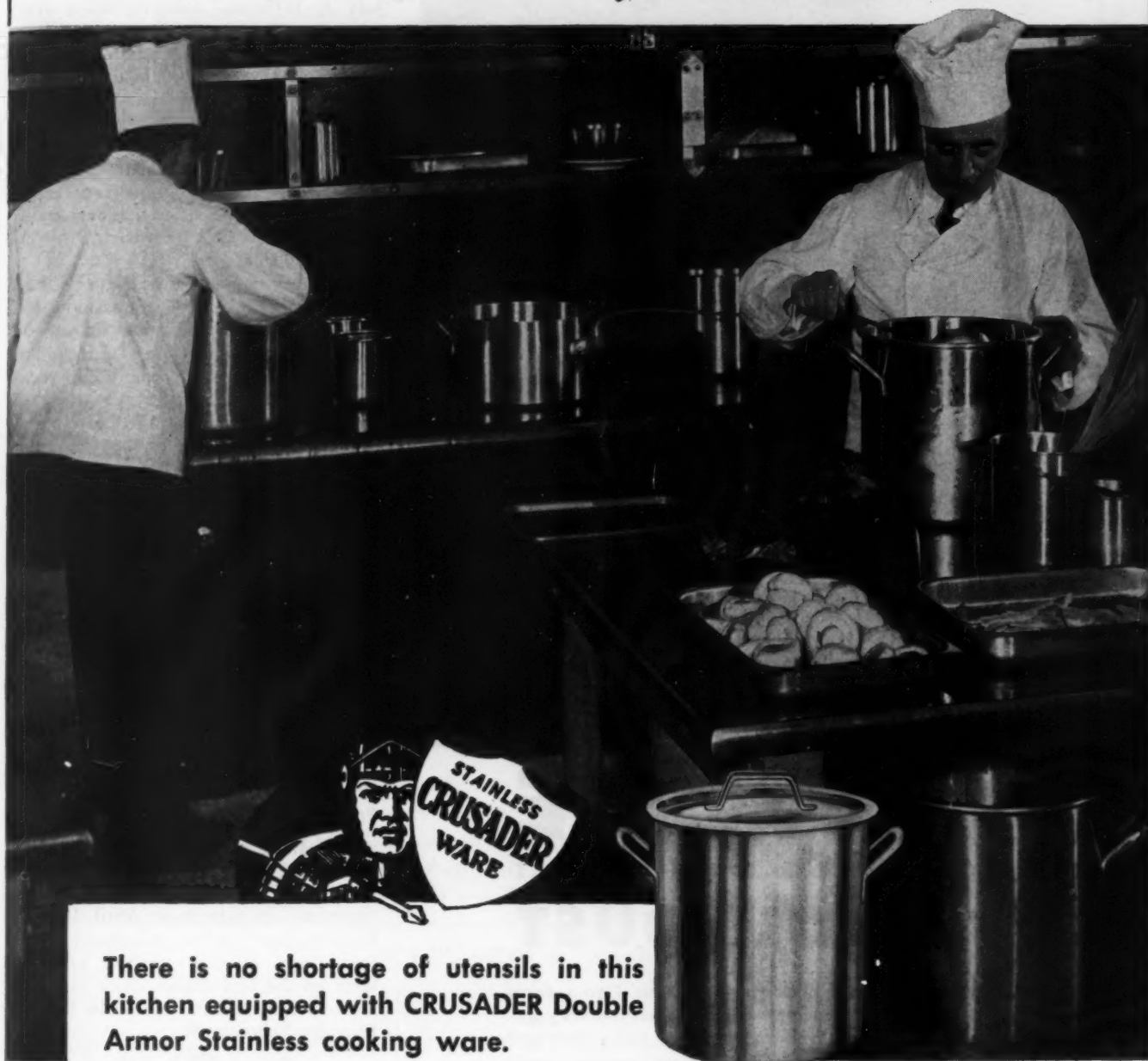
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persons demobilized from essential war work or from the armed services." It is similar in principle and in funds to S. 1946 introduced last year, according to L. H. Dennis, executive secretary of the American Vocational Association.

The bill asks for an appropriation of \$97,500,000 for the fiscal year beginning July 1, 1945, and for each fiscal year thereafter. It authorizes: for area vocational schools, \$24,000,000; agricultural education, \$23,000,000; home economics education, \$16,000,000; trade and industrial education, \$16,000,000; occupational information and guidance, \$4,000,000; public service occupational training, \$2,000,000; distributive occupational training, \$7,000,000; office occupational training, \$5,000,000, and industrial arts education, \$500,000.

No funds are authorized for federal administration. The programs indicated in the projected legislation are to be administered through the U. S. Office of Education and state boards for vocational education. Set forth in the bill are methods for allocating funds to the states and territories and the procedure which any state or territory must follow to become eligible.

Amending Social Security

A bill to amend the Social Security Act was introduced in the House February 16 to enable the several states to make more adequate provision for aged persons, blind persons, dependent and crippled children, maternal and child welfare, public health and the administration of unemployment-compensation laws.

Pending Legislation

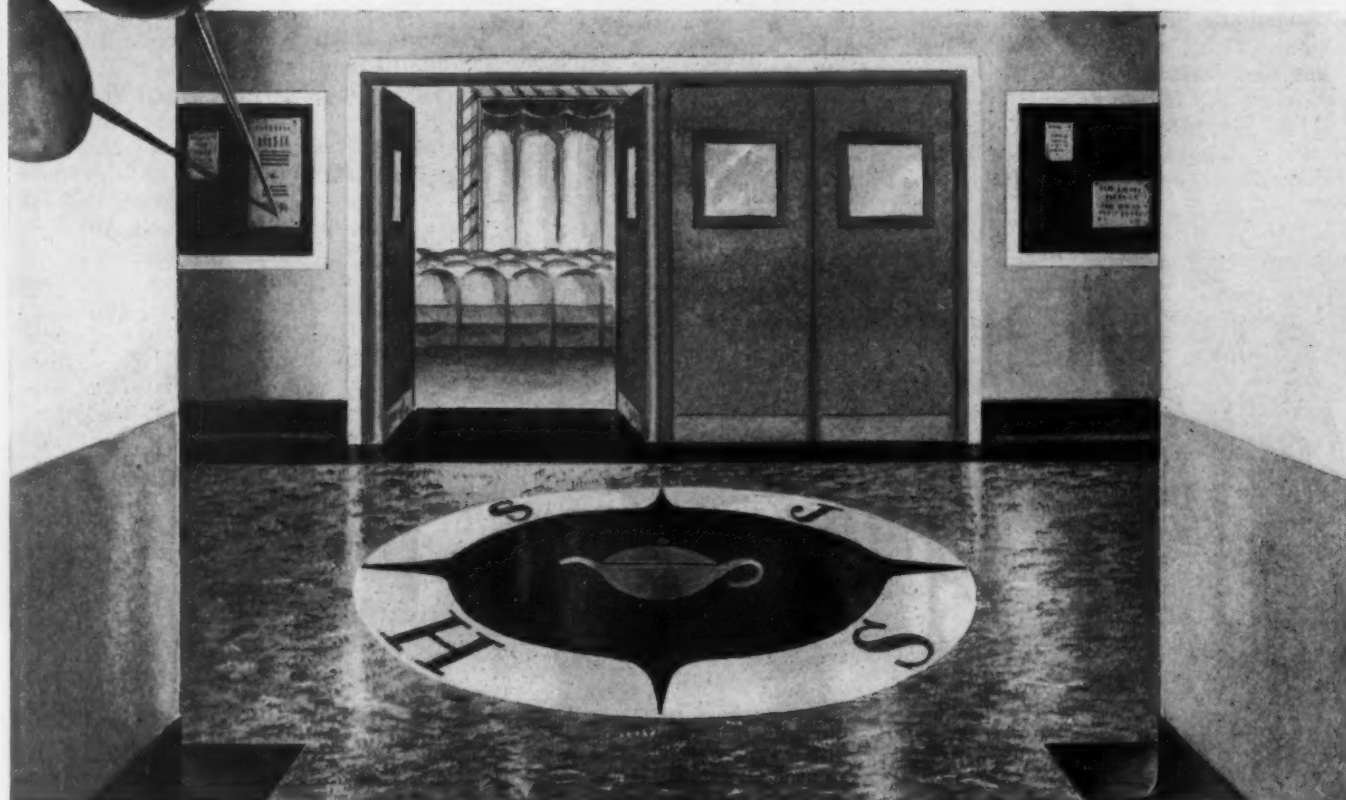
The Ramspeck Bill on federal aid, H.R. 1296, companion bill to S. 181, is scheduled for hearings before the House committee on education April 10. No hearings have yet been scheduled on the compulsory military training bill and none on the four school lunch bills, the last of which was introduced by Senator Ellender February 8.

Two identical bills, H.R. 2044 and H.R. 2045, introduced February 7 and sponsored by Congressmen Weiss and Hartley, have been referred to the House committee on education. These would establish a U. S. Commission on Physical Fitness to be composed of two senators, two members of the House of Representatives and five other persons to be appointed by the President. The commission would be empowered to promote the physical fitness of the inhabitants of the United States through physical training, competition in all athletic sports, camping and kindred activities.

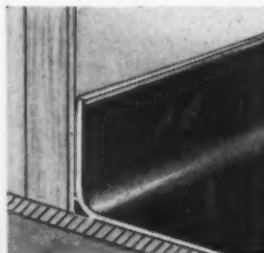
Introduced March 1 was H.R. 2422 to establish and provide for a system of



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old-age and survivors' insurance for employees of religious, charitable, educational and certain other organizations. Title II declares that every tax-exempt organization, defined under the title, which is an employer, shall obtain federal old-age and survivors' insurance for its employees and their survivors in accordance with the provisions set forth.

Among the flood of bills introduced into the 79th Congress in January and concerning which no action has yet been taken are the following:

H.R. 548 to establish a division of aviation education in the U. S. Office of Education.

H.R. 154 to provide that education and training under the G.I. Bill of Rights be made available to veterans on an equal basis without regard to age.

H.R. 1380 to exempt certain religious, charitable, scientific, literary and educational organizations from the requirement of withholding tax at source on wages.

H.R. 1506 to amend the Selective Training and Service Act of 1940 by providing for the postponement of the induction of high school pupils.

H.R. 1449 to provide for paying certain educational costs of states and political subdivisions, in the case of

children of families temporarily residing therein due to activities related to the war effort.

H.R. 1415 to provide for the education of all types of physically handicapped children.

Mississippi's Education Study

The final report on the Mississippi Study of Higher Education will be submitted shortly, according to E. V. Hollis, U. S. Office of Education. The board of trustees of the Mississippi Institutions of Higher Learning, recently created as a constitutional body, initiated this study.

Heading the study committee is H. M. Ivy, superintendent of schools, Meridian, Miss. From the U. S. Office of Education are the following consultants: Fred Kelly, division of higher education; E. V. Hollis, principal specialist in higher education; Ben W. Frazier, specialist in teacher education, and Ray Hamon, specialist in school plant.

Youths in Railroad Industry

The Children's Bureau, working with the Association of American Railroads, the railroad brotherhoods and other unions and government agencies concerned with transportation, has drawn up advisory standards for employment of young workers in the railroad industry, according to the U. S. Department of Labor.

The increasing employment of 16 and 17 year old boys by the railroads is a war-time expedient which the Children's Bureau views with some concern. This agency is attempting to direct those so employed into jobs where they are least likely to get hurt or to cause injury to others.

The bureau in its recommendations lists jobs considered suitable as well as unsuitable. It also gives a digest of state laws dealing with minimum age for employment of minors on railroads.

Simplified Record-Keeping for Food

The recall of surplus inventories of schools and other institutional users of rationed foods having unused ration buying power and food stocks on hand was announced by O.P.A. March 6. Record-keeping requirements for schools and other institutional users have been simplified. Effective March 15, such users will be given a choice of three methods. The new alternate simpler method of record keeping for one week only in a two month allotment period will ease the record work for schools.

More Cheese for School Lunches

More cheddar cheese will be available to municipally operated kitchens preparing free or low-cost lunches for school children as a result of O.P.A.'s action,



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effective March 5, authorizing a service wholesalers' markup for cheese delivered to premises supplying these kitchens. The regulation on dairy products permitted service wholesalers a markup for cheddar cheese delivered directly to educational institutions. No markup was provided, however, for deliveries to warehouses and other places distributing the cheese to school kitchens.

Surplus Property Available

Revision 45 to Procurement Regulation 7 lists certain obsolete and excess Army property which is available for donation to educational institutions giving pre-

induction training. Institutions wishing to obtain such property and qualifying under the regulation can obtain forms and instructions from the Pre-Induction Training Officer in their respective service commands.

Material available to schools includes (1) obsolete or excess machinery, mechanical equipment and tools and (2) aircraft, aircraft parts, instruments or engines which are obsolete or impaired to the extent that repair would not be economical. Property in the latter classification will be donated only if proper guarantee is given that it is not to be used in actual flying.

Cooperative Agriculture Bills

No action up to March 10 had been taken on S. 383 and H.R. 1690 introduced in late January to provide for the further development of cooperative agricultural extension work. These identical bills propose an amendment to the Bankhead-Jones Act of 1935. An appropriation of \$4,500,000 is proposed for the fiscal year ending June 30, 1946; \$8,500,000 for the following fiscal year; \$12,500,000 for the following and each subsequent fiscal year.

The educational program authorized by the first Morrill Act, and all acts supplementary thereto, and similar educational services would be extended. Particularly would the appropriations be used for the further development of county extension work; for the expenses of cooperative extension work in agriculture and home economics, including assistance to farm people in improving their standards of living; in developing individual farm and home plans, better marketing and distribution of farm products; in work with rural youth in 4-H Clubs and older out-of-school youth; in guidance of farm people in improving farm and home buildings, and in developing nutrition programs.



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Day after day they do their work surpassingly well, no matter whether that means daily operation by a thousand children rushing home from school, or emergency action when fire or panic strikes . . . and quick exit becomes a matter of life or death.

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Report Shows Inequalities

Results of a nationwide study launched two years ago on the financing of education in the 115,000 local school systems in the United States were revealed recently. The U. S. Office of Education, the American Council on Education, the National Council of Chief State School Officers, the Southern States Work Conference on School Administration and the N.E.A. were the organizations which participated in the study.

Some of the principal findings are as follows.

1. Shocking educational inequalities exist, millions of children either being denied all educational opportunity or being provided such meager schooling that preparation for citizenship is inadequate.
2. The denial of decent educational opportunities will continue so long as the financing of education depends almost solely on the fiscal resources of the individual states.
3. The immediate remedy is a matter of public concern since one of the tenets of American life is being violated.

In testimony given during hearings on the proposed federal aid bill, S. 181, John K. Norton, American Council on Education, under whose supervision the investigation was made, pointed out that the 1940 federal census listed nearly 3,000,000 adults who had never attended school. More than 10,000,000 adults were classified as virtual illiterates. Nearly 2,000,000 children, aged from 6 to 15, were not attending any kind of school.



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possesses the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dense insulating core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to odors, acids and moisture.

THE AESTHETIC TREATMENT OF A TOILET ROOM ENVIRONMENT IN EDUCATIONAL BUILDINGS IS NO LONGER SECONDARY TO ITS UTILITY

Impressionable youth is easily influenced by example and environment. The child learns early to regard the school as a center of culture. Environmental treatments must not be neglected.

A late pre-war trend toward blending the utility of toilet fixtures with aesthetic treatments of the toilet room environment will have its full unfoldment in schools and other educational buildings of the future. Toilet room equipment and materials that are likely to give the slightest encouragement to unwholesome tendencies are to be avoided in the plans and specifications you prepare today.

Great strides have been achieved in the development of toilet room environments in keeping with the environmental treatments of a building. Sanymetal "Porcena" (porcelain on steel) Toilet Compartments (of which there are several types) lift the toilet room environment into harmony with other modern appointments of the building and emphasize the interior architectural treatment of these vitally important rooms in modern schools and other educational buildings.

Toilet compartments for schools and other educational buildings of the future will be fabricated of the ageless and fadeless material Porcelain on Steel as utilized in Sanymetal "Porcena" Toilet Compartments. Porcelain on Steel makes

a glass-hard, stainless material that always looks new, does not absorb odors, is moisture- and rust-proof and resists the corroding nature of ordinary acids. The glistening porcelain finish can be wiped clean as easily as any glass-smooth surface.

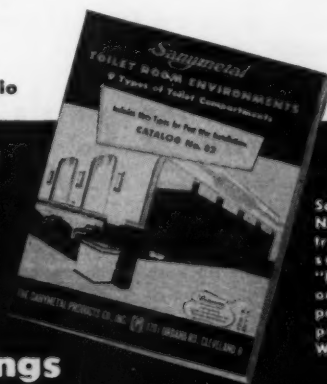
Sanymetal "Porcena" Toilet Compartments will be made in several strikingly new designs and colors in two different types of construction. A strictly modern development, Sanymetal Ceiling Hung Toilet Compartments create an element of refinement and promote a high standard of order and cleanliness. The usual standing types of toilet compartments make distinctive toilet room environments. Sanymetal "Porcena" Toilet Compartments embody the results of over 30 years of specialized skill and experience in making over 68,000 toilet compartment installations. Ask the Sanymetal Representative in your vicinity (see "Partitions" in your phone book for local representative) for further information about planning suitable toilet room environments for schools. For complete information on toilet room environments, refer to Sanymetal Catalog 19B-5 in Sweet's Architectural File for 1945.

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NEWS IN REVIEW

New York City's New Schools

The New York City board of education plans to inaugurate a \$125,000,000 building program as soon as materials are available. Eighty new schools are to be constructed; among them are 19 vocational high schools of which Manhattan will have 2; Brooklyn, 8; Queens, 1; the Bronx, 2; Richmond, 1. Forty-seven elementary schools, some of them entirely new and some to have new additions only, are a part of the plan.

Innovations will include more space in classrooms, none being smaller than 21 by 35 feet; variety in architecture and building materials; movable chairs and tables in classrooms. Sites and construction outlays for all schools have been approved by the board, which estimates that half of the funds will be made available by the federal government.

Chairman of the board's committee on buildings and sites is Daniel•Paul Higgins who received in February the

first certificate of merit awarded by the New York chapter of the American Institute of Architects for enhancing the profession's prestige by rendering public service.

Union Would Ban Digest

A resolution asking that the sale of the *Reader's Digest* be banned in public schools was unanimously voted by the United Auto Workers, Local 453 (C.I.O.) in Chicago recently. The resolution charged an antilabor sentiment on the part of the magazine. The publication of the Catholic Labor Alliance, as well as some locals of the United Steelworkers of America, has taken a stand against the required study of the magazine in schools.

Montana Wants Standard Time

A bill to return Montana from War Time to Standard Time, which will benefit school children and teachers, is now before the governor of the state. War Time has created special school difficulties. Few of the state's 1400 one and two room rural schools have artificial lighting. Hence, one sixth of the school day is passed in near darkness. And many youngsters are compelled to rise from three to four hours before sunrise in order to travel as much as 50 miles to school. The Montana Education Association says that War Time has caused additional disciplinary problems, nervousness and headaches.

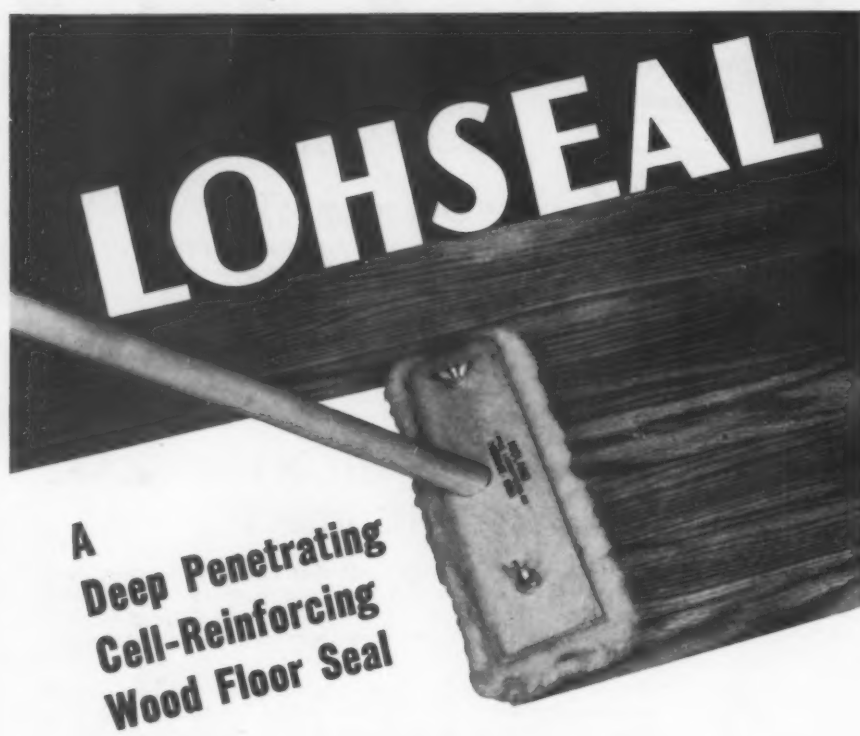
Westinghouse Talent Search

A 17 year old girl, Marion Cecile Joswick, and a 16 year old boy, Edward Malcolm Kosower, both of Brooklyn, are the winners in the fourth Westinghouse talent search. Each receives a \$2400 Westinghouse science scholarship. There were 15,000 entrants in the talent search.

Miss Joswick plans to become a research metallurgist and is working at present on a war research project at the Brooklyn Polytechnic Institute. Young Kosower's chief interest is organic chemistry. He has produced scarce organic compounds which he has sold to Johns Hopkins University and the Army.

Operation and Maintenance Study

The public schools of Grosse Pointe, Mich., under the direction of J. H. Husband, in charge of administrative services, have recently reported the results of a two year study in the job classification of operation and maintenance personnel. The report was prepared through the cooperative efforts of custodians, engineers, maintenance crews and principals and represents a new and interesting approach to the problem.



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spare it from traffic and decomposition — Spare YOURSELF excessive hours of maintenance.

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ADMINISTRATION

Suggests a Four-Division Program

Paul B. Diederich, assistant professor of education at the University of Chicago, criticizes the forty minute class period in high schools for producing a generation of young people who, in spite of their virtues, are overstimulated, un-integrated and superficial and for making hash of the lives of teachers.

Doctor Diederich would reorganize the academic day by having a four-division program which might be scheduled from 9 to 10:30, from 10:30 to 12, from 1 to 2:30 and from 2:30 to 4. The first division might be called the "core course" and its chief aim would be to study how the world gets the things it needs from food, clothing and shelter up to freedom, justice, knowledge and beauty and how the rising generation can do a better job of getting them.

The second division would be a large general shop with equipment for work in science, industrial arts, home economics, crafts, music and the theater. Free reading and outdoor play would constitute the other two divisions. "These four divisions are sufficient to accomplish all the important tasks of education in grades 7 through 10," Doctor Diederich believes.

Would Increase Benefits

A bill has been introduced in the New Mexico legislature to increase the benefits of the state's emeritus employment plan, which takes the place of a pension plan and covers all professional employees, custodians as well as teachers. At present such employees may retire at the age of 60 if they have served twenty years. They receive half of their average salary for the preceding five years, with a minimum of \$500 and a maximum of \$1500.

Vocational Education in Michigan

Vocational education in Michigan is again under the control of the superintendent of public instruction, in accord with a recent opinion rendered by the attorney general. From 1917 to 1937 the state superintendent of public instruction was also director of vocational education although Michigan had a separate ex officio state board for vocational education.

In 1937 an attorney general ruled that vocational education was a separate and independent activity and that the state superintendent of public instruction was merely a member of the state board for vocational education despite the specific wording of the Tufts Act to the contrary. As a result of division of authority, vocational education of the Smith-Hughes and the George-Deen types

produced curricular imbalance in Michigan. The 1945 decision of the attorney general is expected to make for greater unity, greater efficiency and eliminate duplicate expenditures in this instructional division.

Hamtramck School Fund Inquiry

The taxpayers of Hamtramck, Mich., have petitioned to have an investigation made of the books of the Hamtramck school district following a charge that there was a school indebtedness of \$1,000,000 and that school materials and supplies had disappeared. The investigation will be made by state auditors.

Organized Labor on Cornell Board

Cornell University voted recently to add three representatives of organized labor to its board of trustees. The action, said President Edmund E. Day, "provides for the joining of agriculture, industry and labor in the councils of the Cornell board and should enable the university to broaden its services in the public welfare."

Parents May Visit Chicago Schools

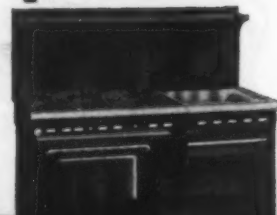
The storm of protests which arose in Chicago over the report that parents were not to be allowed to visit the schools without a permit from their district superintendents has been quieted

GARLAND HAS THE RANGE

TO GIVE YOU BETTER COOKING AT LOWER COST



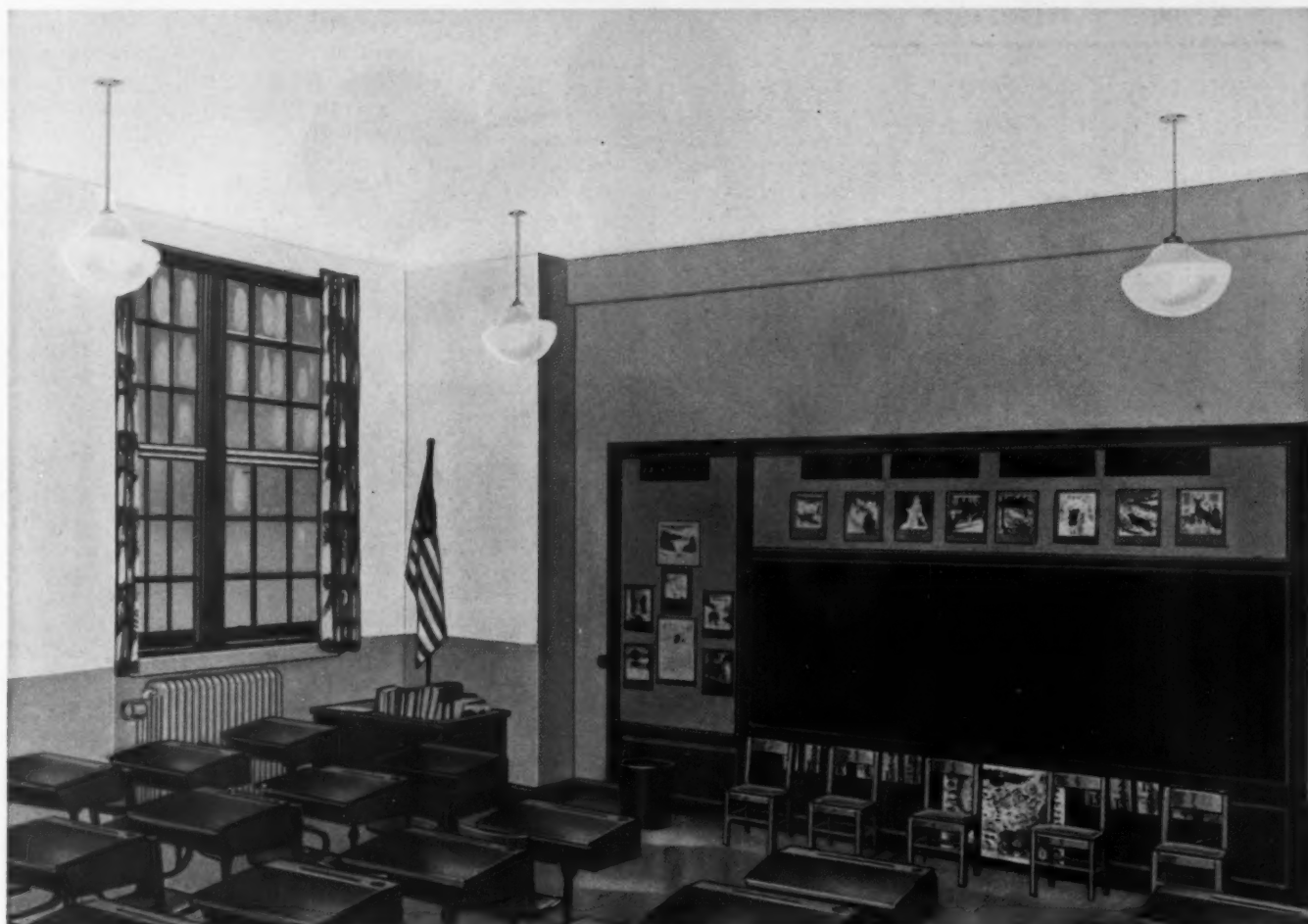
Whatever you're shooting for in a range—easier, faster, *better* cooking, or thrifty installation and operating costs—you'll find them all combined in the Garland popular priced restaurant line. Garland has the range on quality . . . and the ranges in variety—one or two oven styles, with broiler and griddle or without, as desired. It will pay you to investigate. Consult your food service equipment dealer, or write us.



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IS THE IDEAL FUEL
AND AT ITS BEST WITH
GARLAND
HEAVY DUTY
EQUIPMENT

GARLAND

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● Classroom in McKinley School, Wauwatosa, Wisconsin, painted according to the principles of COLOR DYNAMICS.

COLOR DYNAMICS

Purposeful use of energy in color to retard eye fatigue . . . stimulates pupils and teachers alike.

AN entire school building that promotes the health, happiness and safety of pupils and faculty alike!

That's the kind of institution yours, too, will be if you apply Pittsburgh's COLOR DYNAMICS in its color treatment—inside and out. The principles of this new science are based upon reactions of normal human beings to the *energy in color*!

It was conventional practice to paint all the rooms in monotonous of ivory, light buff or tan.

By applying COLOR DYNAMICS—school rooms are given color arrange-

ments in keeping with the activities for which the rooms are used.

Class rooms and study halls are painted in tones which diffuse instead of reflect light—to lessen eye fatigue and to assist concentration. Libraries are painted in tones that suggest peace and quiet. Foyers are friendly and inviting. Cafeterias are bright and cheerful. Auditoriums seem like open courts.

COLOR DYNAMICS is used to alter the appearance of rooms or corridors. Rooms can be made to seem longer or wider, ceilings to look

higher or lower, halls to appear wider and lighter.

And when you order paint—be sure to specify Pittsburgh! Made of "Vitalized Oils", Pittsburgh Paints are more easily applied, stay *live*, tough, elastic—provide long-lasting paint protection!

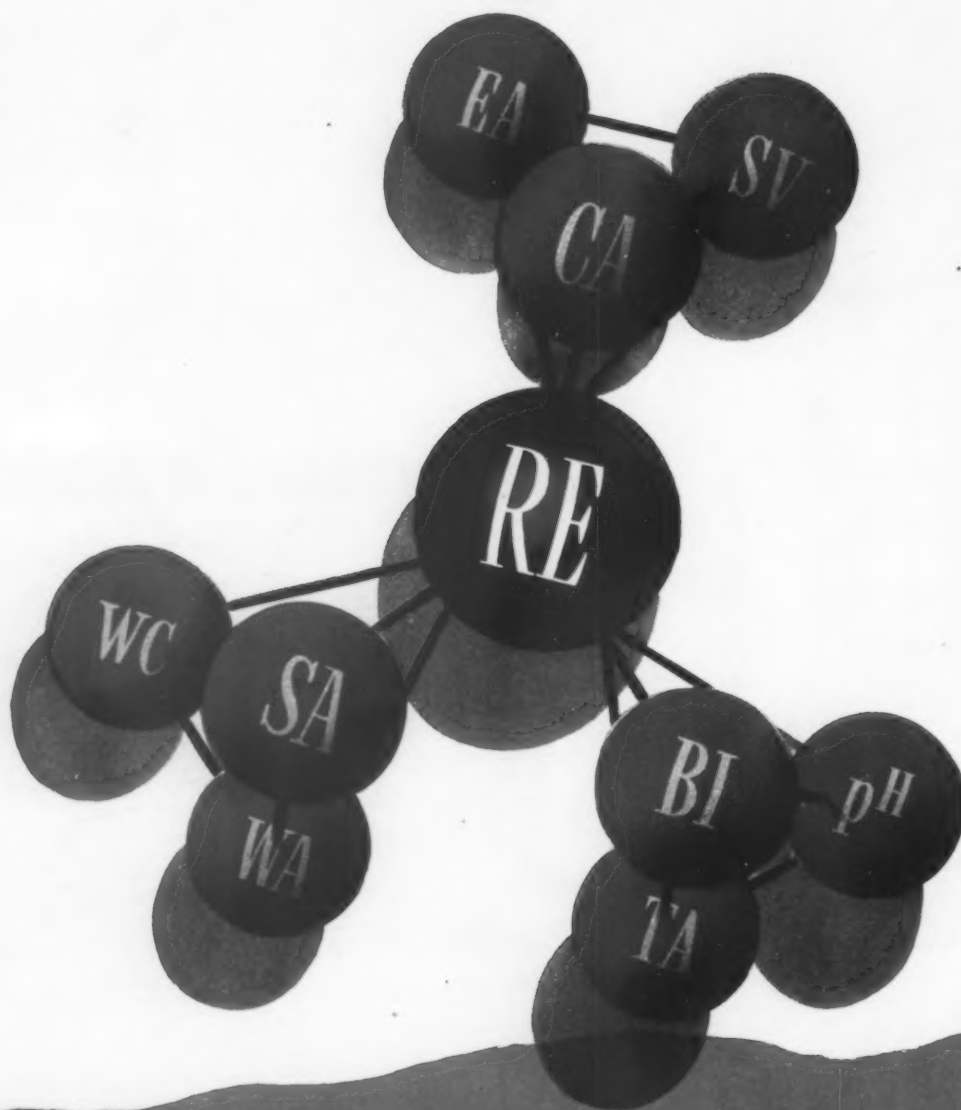
You'll find the whole absorbing story of how *energy in color* is used by Pittsburgh in its new book, "COLOR DYNAMICS". Send for your free copy—today! Pittsburgh Plate Glass Co., Paint Division, Dept. NS-4, Pittsburgh 22, Pa.



PITTSBURGH PAINTS

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PITTSBURGH STANDS FOR QUALITY PAINT AND GLASS



THIS IS WHAT HAPPENS WHEN YOU WASH A DISH

Correctly cleaning a dish is no simple operation... these elements must go into action...

Wetting Action (WA) must lower surface and interfacial tensions and allow the cleaning solution to penetrate to surface of the base. Emulsifying Action (EA) must disperse grease and oil as tiny globules, and by suspension prevent re-deposition. Saponifying Value (SV) must convert organic fats and oils into soluble soaps, and Solvent Action (SA) put soils into solution. Colloidal Activity (CA) must disperse solid soils into minute particles which may then be easily removed. Water Conditioning (WC) removes or controls the elements which cause water hardness.

Correct Buffer Index (BI) assures ability to absorb either alkaline or acid soil, thus prolonging efficiency of the solution. Proper pH assures the correct measure of energy of alkalinity and Total Alkalinity (TA) must supply maximum active cleaning energy.

In formulating a cleaning compound, therefore, it is obvious that no one factor is a magic key to all problems. The answer is in determining the relative value of all these factors as they apply to your problem.

Putting these factors into correct balance is a responsibility you can entrust to Turco chemists—a responsibility for which their two decades of Research and Experience (RE) have well qualified them. Take your problem to Turco.

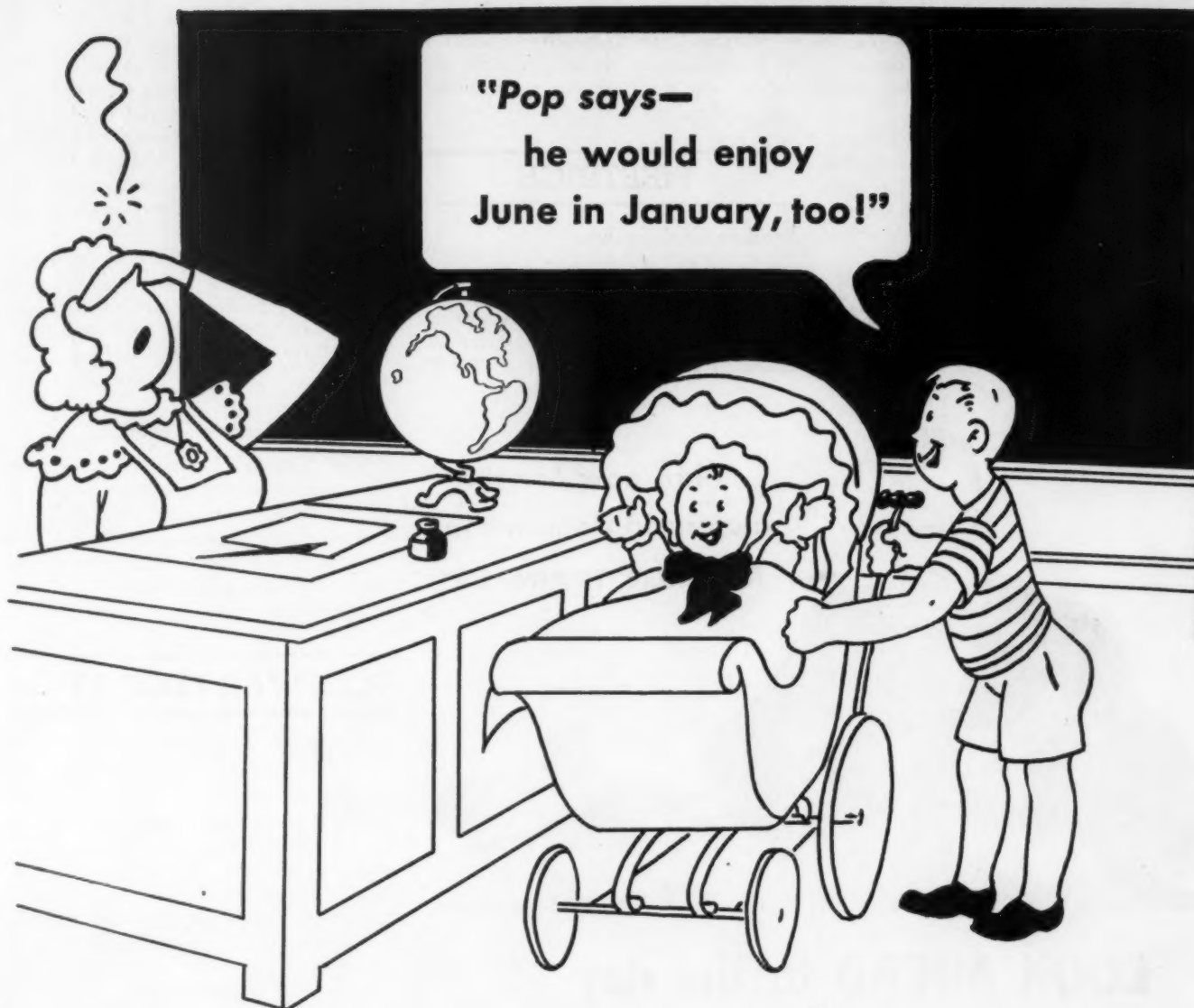
For a fuller explanation of these vital factors, write for Turco's Booklet on your firm letterhead, please.



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TURCO PRODUCTS, INC. Main Office and Factory: 6135 S. Central Ave., Los Angeles 1, Calif. • Southern Factory: 1606 Henderson St., Houston 1, Texas • Chicago Office and Factory: 125 West 46th Street, Chicago 9 • Offices and Warehouses in All Principal Cities



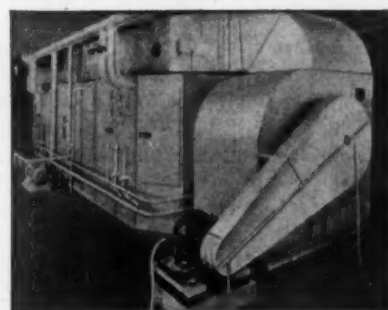
You can't blame the boy—too much!

BUT CERTAINLY conditions are ideal with American Blower Heating and Ventilating Equipment.

FOR EXAMPLE, the American Blower Central System (at upper right) does everything . . . automatically! Washes, cleanses, humidifies, and distributes heated air at precisely the temperature

you wish. It can be used, too, for summer cooling, cleansing, dehumidifying and distributing fresh, healthful air.

YOUR INQUIRY will bring complete details for a Central System or a Unit System of Heating and Ventilating for your present or proposed school.



American Blower Central System for heating, ventilating, air cleansing and cooling schools and public buildings.



American Blower Heating and Ventilating Unit for use as a part of a unit system for heating and ventilating schools.



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by a statement from Supt. William H. Johnson that no such order was issued from his office, but that one issued by an elementary district superintendent had been misinterpreted.

A statement from the district superintendent explained that the intention of the order was not to restrict parents or members of the P.T.A. from visiting schools but to keep out prowlers and trespassers.

American History First

Beginning next September, United States history will be the chief subject

of the freshman year at the University of Maryland. President Byrd states that he hopes to make his university the center for the study of American history and civilization.

MEETINGS

Reading Clinic in June

The reading clinic staff of the school of education at Pennsylvania State College is sponsoring a one week institute on reading problems in elementary and secondary classrooms from June 25 to 29.

The general theme is "Differentiated Reading Instruction."

One day will be given to each of the following subjects: reading readiness, discovering reading levels and needs, children's literature, developing basic reading skills and abilities through the use of current events materials and approaches to differentiated reading instruction.

Special sessions will be held for supervisors, administrators and school psychologists. Tentative programs and transportation schedules can be obtained from Miss Betty J. Haugh, reading clinic secretary.

N.E.A. Convention Canceled

The National Education Association convention, scheduled to meet in Buffalo July 2 to 6, has been canceled. Only a representative assembly of N.E.A. has been held for the last two years but even this limited gathering will be omitted this year.

POSTWAR EDUCATION

Wants Pupils to Travel

Beardsley Ruml advocates 10,000 miles of national travel as a part of the education of every high school pupil in the March issue of *Coronet*. His plan calls for at least 35,000 administrative specialists and assistants for the tours, funds from the federal government and the cooperation of the citizens of local communities in helping house, feed and inform their youthful guests.

A rough estimate of what he proposes is a 100 day national tour for each pupil costing about \$300 apiece, or a total of \$600,000,000. Some 10,000 miles would be covered. Trained teacher-guides, doctors and dietitians would be a part of the entourage and a staff of administrative executives and specialists would have their headquarters in Washington. The aim of the program is to banish sectionalism, nationally and internationally, and to promote understanding cooperation.

MISCELLANEOUS

Beware of "Plastic Paints"

Claims of the unusual qualities of "plastic paints" by various manufacturers have been deflated by an investigation made by the Chicago Better Business Bureau and concurred in by the National Terrazzo and Mosaic Association and several paint and varnish companies. The bureau asserts that the term "plastic paint" has been loosely used to cover almost any type of paint, whether it contains plastic ingredients or not, and



"Plan now for the increased demand for MONROE TRAINING"

LOOK AHEAD to the day the veterans return

It is estimated that the G. I. Bill of Rights is going to increase school enrollments by millions; and that hundreds of thousands of these returned veterans will want business training—that includes office machine skill, and specifically MONROE OPERATION.

Right now we are helping schools to plan ahead in three ways. (1) Recommending the proper machine equipment for your future needs. (2) Helping you plan courses, and discuss and recommend text books. (3) Studying the employment area you serve, to see if you can get equipment now.

Call on your Monroe representative or write our Educational Department—be ready to meet the demand for Monroe-trained students.

Office Practice Course—30-lesson course adapted to Monroe Educator—50¢ including Teacher's Manual.

School Manual of Instruction—in 2 parts—elementary and advanced. \$1.50 including answers.

The Monroe Educator is a regular Monroe Adding Calculator for schools only . . . let us explain its availability under present conditions.



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Continuous Field Trips Right in the Classroom

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with 16 mm. motion pictures

New living, moving worlds of sound, motion and color are brought to our very classrooms through 16 mm. sound films! Vivid and exact impressions are etched deeply into the minds of our students through both the ear and eye. Social horizons are widened without leaving the classroom. The scope of this unique type of "field trip" is limitless. History, government, industry, human relationships . . . are presented authentically and dramatically! Educators recognize that 16 mm. motion pictures are essential to the development of tomorrow's CITIZEN OF THE WORLD.

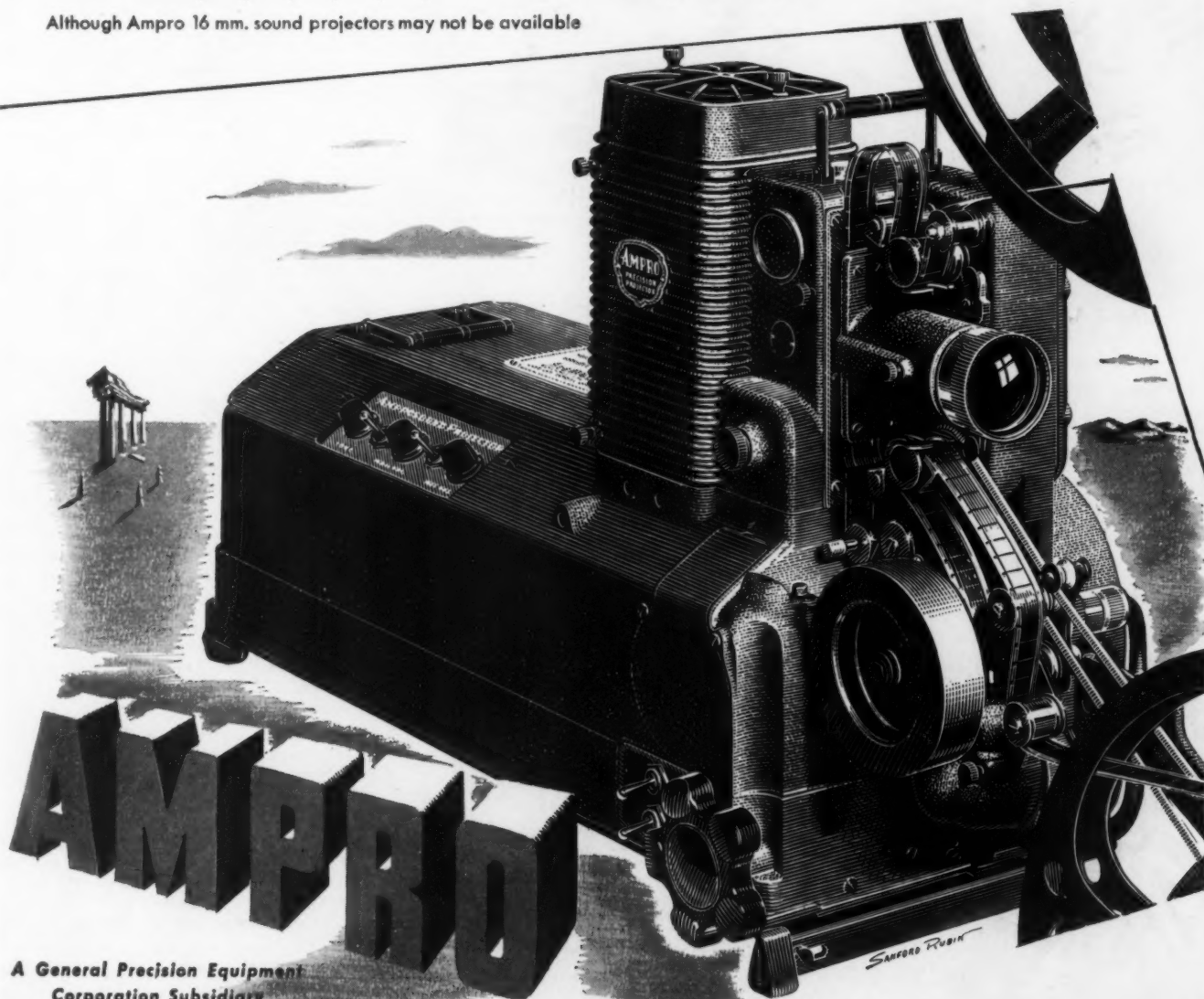
Although Ampro 16 mm. sound projectors may not be available

to you until our war efforts are completed—now is the time to lay the groundwork for your visual education program. In this connection, an unusually interesting and informative story entitled "What Will Happen in the Movies the Day War is Over . . ." is being distributed in attractive booklet form by the Ampro Corporation. Write today for your FREE copy.

A M P R O C O R P O R A T I O N

Precision Ciné Equipment

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A General Precision Equipment
Corporation Subsidiary

that the paint can be of either good or poor quality depending upon its formula.

Authorities in the paint manufacturing field and laboratory technicians state that there is no justification to the claims that as outside house paints they will "last a lifetime," "will not chip or peel" and are "impervious to moisture." Used on terrazzo and asphalt tile floors, the paints are said to have the same reaction as cheap varnish or wood floor seal, as the floor soon turns an amber color and wears off in the traffic lanes.

Salesmen of the products seek only a one time sale, the Better Business Bureau states, and use high pressure

methods to convince customers of the benefits of the products.

The Tile-Tex Company asserts that it has not encountered a varnish, lacquer or resin solution which, when applied to tile, did not promote "curling, surface disintegration and other unsatisfactory characteristics." The Johns-Manville Company agrees that some of the solvents have proved to be harmful to asphalt tile.

"Accredited Higher Institutions"

The latest edition of "Accredited Higher Institutions" has been published, according to the U. S. Office of Educa-

tion. This is a reference book for educational officials and pupils desiring information on the standings of colleges and universities. The new edition is the seventh in a series published at intervals of about four years since 1917. Schools and departments of chemistry, schools of nursing education and schools offering training in various fields allied to medicine which have been accredited since the 1938 issue are listed.

"Accredited Higher Institutions, 1944" is divided into two parts. Part I contains a compilation of universities, colleges, junior colleges and teacher-training institutions accredited by voluntary and state agencies. Part II contains lists of professional and technical schools accredited by, or which are members of, organizations dealing with the standards of such schools and departments.

He Washed His Hands At School Assembly!



A SCHOOL SUPERINTENDENT in a small midwestern city washed his hands before an assembly of students and dried them on one Mosinee towel. He did this to show them that one towel of good quality would dry their hands as it did his. He pointed out that the Mosinee towels furnished in the school would give them the best kind of a towel service, and if properly used would save their parents' money and would save paper during the current shortage. He finished by telling the students that if he hadn't been furnishing them with a towel service that would dry their hands quickly and completely with one towel, he couldn't ask them to do it.

Moral—When Mosinee towels are again available to new users, their superior quality and greater efficiency at reasonable cost will be worth investigating.



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Superintendent's Book Shelf

WHAT FOREIGN TRADE MEANS TO YOU.

By Maxwell S. Stewart. Public Affairs Pamphlets, No. 99. New York 20: Public Affairs Committee, Inc., 30 Rockefeller Plaza. 1945.

SCHOOL BOARDS AND SUPERINTENDENTS.

By Ward G. Reeder. New York: The Macmillan Company. 1944.

NEW SCHOOLS FOR A NEW CULTURE.

By Charles M. MacConnell, Ernest O. Melby and Christian O. Arndt. New York: Harper & Brothers.

MEET THE SOVIET RUSSIANS.

By Dora A. Ames, Katrina B. Anderson, Eunice Johns and Others. Harvard Workshop Series, No. 6. Cambridge, Mass.: Harvard University.

HOW TO PREPARE THE SCHEDULE FOR A SECONDARY SCHOOL.

By Leo Ivok. Harvard Workshop Series, No. 5. Cambridge, Mass.: Harvard University.

A DIGEST OF THE REPORT OF THE BOSTON SCHOOL SURVEY.

Boston: City of Boston Printing Department. 1944.

STABILIZING THE CONSTRUCTION INDUSTRY.

By Miles L. Colean. Planning Pamphlets, No. 41. Washington 6, D. C.: National Planning Association, 800 21st Street, N.W.

AMERIGO VESPUCCI: PILOT MAJOR.

By Frederick J. Pohl. New York: Columbia University Press, Morningside Heights.

PROCEEDINGS OF CONFERENCE ON EDUCATION ABOUT THE SOVIET UNION.

New York 16: Committee on Education, National Council of American-Soviet Friendship, Inc., 232 Madison Avenue.

ENCYCLOPEDIA OF MODERN EDUCATION.

Edited by Harry N. Rivlin and Herbert Schueler. The Philosophical Library of New York City. New York: F. Hubner & Co., Inc.

VOCATIONAL-TECHNICAL TRAINING FOR INDUSTRIAL OCCUPATIONS.

Report of the Consulting Committee on Vocational-Technical Training Appointed by the U. S. Commissioner of Education. Washington, D. C.: Superintendent of Documents. 40 cents.

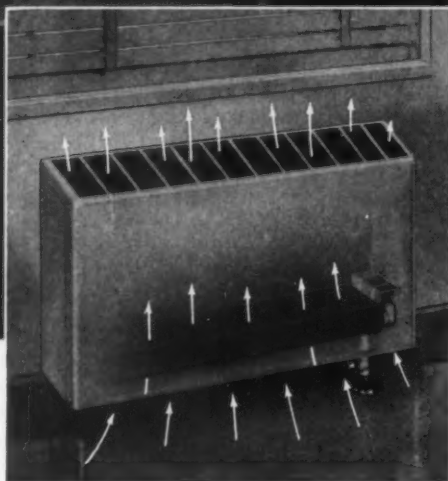
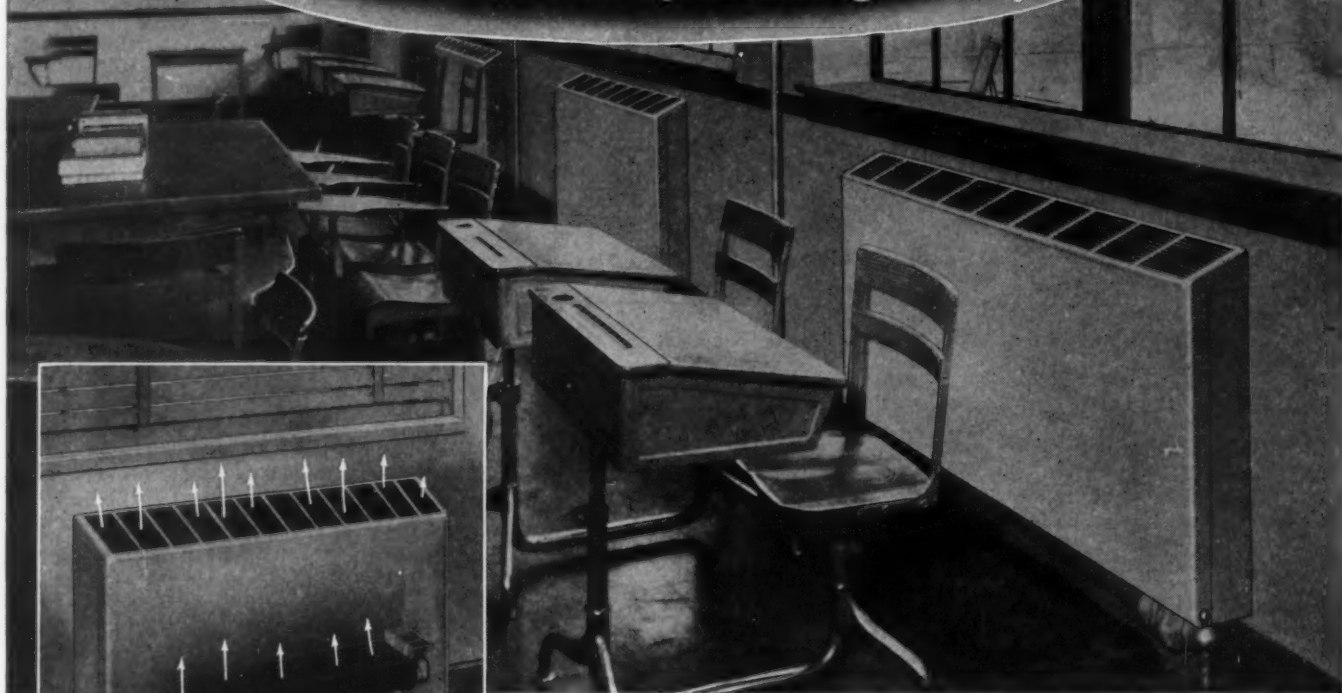
EDUCATION FOR INSTALLMENT BUYING.

By Adrian Rondileau. New York: Bureau of Publications, Teachers College, Columbia University.

a distinctive departure
from the conventional radiator

modine
Convectors

entirely in keeping with the modern
school* you're planning today



Modines Operate on the Principle of Convection

... the cooler, heavier air near the floor is drawn in through the enclosure's bottom opening; comes in contact with copper heating unit that carries steam or hot water. As air is heated, it rises; is then circulated out into room through grille at top of enclosure. This is air circulation by convection—not forced but *natural* circulation that's gentle and constant—for health as well as comfort.



Write for Catalog SA-44



Look in your phone book for
Modine representative's name —
"Where to Buy It" section.

MODINE MANUFACTURING COMPANY

1832 Racine Street, Racine, Wisconsin

● You're planning that new, modern school now—to be built right after the war, or sooner if conditions permit. And the heating must be as completely modern as the building...

That means convection heating with Modine Copper Convectors instead of the conventional, unsightly, space-taking cast-iron radiators.

Modern convection heating is particularly desirable for school heating. Desks and chairs can be located close to Modine Convectors, as shown here. Pupils sitting near Modines are never made drowsy or uncomfortable by

overheating. There's never any intense "radiated heat" given off.

The compact Modine heating unit is made of copper, which has the highest heat conductivity of any commercial metal. Modine Convectors not only have a far faster warm-up, but distribute the warmed air more quickly throughout the room. Almost instantly responsive to automatic control, Modines assure that even-temperature heating that's not only more comfortable but more healthful.

Modine Copper Convectors can be put into the specifications *now*—complete details are in the new Modine Convector Catalog.

*Available now in a limited range of sizes and types on a priority of AA-5 or better.

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Convectors



Janitors' Strike at Gary, Ind.

Schools of Gary, Ind., were closed for five days in March by a strike of 130 janitors, called because the board of education refused to give a written working agreement. One demand was for an increase for custodians from \$190 a month to \$200 and for janitors from \$140 to \$167.50.

The janitors returned to work upon the issuance of a joint statement by union and school board agreeing to submit their differences to arbitration and providing that there would be no work stoppage during arbitration.

The strike cost the schools \$37,500 in teachers' salaries lost and 500,000 pupil hours of instruction.

Awards to Educators

Teachers College, Columbia University, has been honored by having awards of the National Conference of Christians and Jews conferred upon one of its faculty members and two of its distinguished alumni, for outstanding work in building a stronger democracy through constructive educational measures for dealing with group antagonisms.

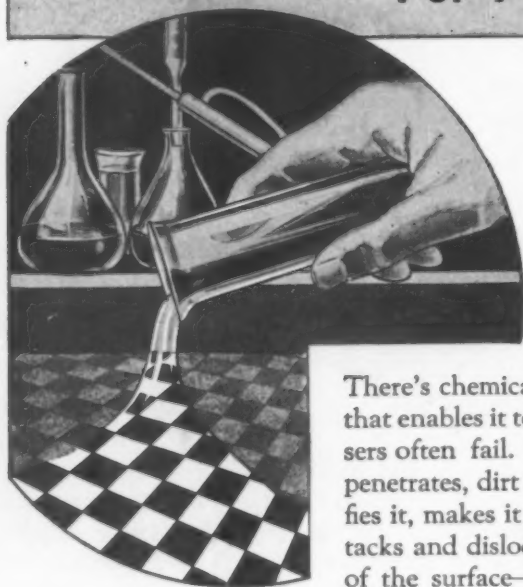
Recipients of the awards are Dr. Clyde

R. Miller of Teachers College; Dr. Julius Warren, commissioner of education in Massachusetts, and Dr. John Granrud, superintendent of schools at Springfield, Mass.

The award to Doctor Miller was in recognition of his outstanding work at Teachers College in his classes in education and public opinion in developing an approach to group relationships which has since become nationally known as the Springfield Plan and which is now used in many other communities. The awards to Doctor Warren and Superintendent Granrud were in recognition of the realistic and practical methods developed by them for strengthening democracy in individual communities.

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For ALL Floors



*Cleans
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There's chemical magic in BRITEN-ALL that enables it to clean where other cleansers often fail. BRITEN-ALL wets and penetrates, dirt and other grime; emulsifies it, makes it easy to wash away. It attacks and dislodges the dirt in the pores of the surface—cleans the pores in the floors. You'll be delighted what difference cleaning with BRITEN-ALL can make in the dirtiest floors—and at the savings in material costs and maintenance time.

FAST and SAFE

BRITEN-ALL is a scientifically prepared liquid cleaning compound. Cleans floors quicker and cleaner. Absolutely SAFE. Contains no grit or acid—nothing to injure the finest of floors. More economical, too, because highly concentrated—more gallons of more efficient cleaning solution per ounce. Try it.

Consult Us. If you have floor cleaning problems... if your floor cleaning expense is too high—in maintenance time or supplies—let Vestal analyze your problem. Perhaps we can suggest a better way.

VESTAL CHEMICAL LABORATORIES, Inc.

ST. LOUIS

NEW YORK

Part-Time Employment Study

The National Child Labor Committee is making a study of the part-time employment of high school pupils in relation to postwar education and employment, according to Mrs. Gertrude Folks Zimand, general secretary. The paid employment of pupils under a plan organized and supervised by the schools has reduced the number of pupils leaving school for industry and has provided better work experience than they could obtain in miscellaneous after-school jobs which they would find for themselves, it is said. The California Teachers Association, for one, is now recommending that these programs become a part of the school curriculum.

The study will be made by Harold J. Dillon of the Connecticut State Department of Education, who is supervisor of work adjustment in the bureau of youth services. Leading representatives of labor, industry, education, adolescent health and psychology are members of a special advisory committee headed by Eduard C. Lindeman, chairman of the board of trustees of the National Child Labor Committee.

Schools and Foreign Relations

Teachers of the New York City schools were recently told by Pierre de L. Boal of the division of American republics affairs of the State Department and former ambassador to Bolivia that the interest of educators in the United States in foreign relations will go far toward building solid understanding among the peoples of North and South America.

Exchange of teachers, students, information, books and periodicals is of basic importance, Mr. Boal said. School administrators should make it clear to children that foreign relations is an integral part of the national defense of this country and a means of preventing war. The development of people-to-people

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At every district, state and national contest or festival—at every football or basketball game—at civic functions, concerts, parades, and celebrations—participation by your school band wins honors and recognition for you and your school system. Thousands of school administrators know from experience that a fine school band is the best good will builder any school system can have! Parents and other taxpayers who “pay the bills” like to “see something for their money,” and nothing wins their enthusiastic support more than a good band.

For friendly help in organizing or developing your school music program call upon your Conn dealer or write us direct. The knowledge and experience of our organization are at your disposal without obligation.

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Conn facilities are now devoted to precision manufacture of aerial and marine navigation instruments vital to the war effort.



IN PEACETIME—THE WORLD'S LARGEST MANUFACTURERS OF BAND INSTRUMENTS

ple relationships is vital to the welfare of the American nations because the actions of governments spring from the will of the people.

PUBLICATIONS

The Schools and Recreation Services. Leaflet No. 73 in the series "Planning Schools for Tomorrow" dealing with the school's responsibility in providing or helping to provide recreational opportunities for children and youth. Washington 25, D. C.: Superintendent of Documents, Government Printing Office. 10 cents.

Small Farm and Big Farm. By Carey McWilliams. A discussion of the unrepresentative character of American farm organizations as a

factor which is responsible for many of the difficulties facing today's farmers and a suggestion for directions in which a sound agricultural policy might move. Public Affairs Pamphlet 100. New York City 20: Public Affairs Committee, Inc., 30 Rockefeller Plaza. 10 cents.

Industrial Safety Chart No. 1—Safe Practices Around Drill Presses. A set of illustrations for displaying in school shops and industrial plants pointing out the hazards as well as the safe practices connected with drill press operation. Prepared cooperatively by *Mill and Factory* and the Division of Labor Standards, U. S. Department of Labor. New York City 17: Mill and Factory, 205 East Forty-Second Street. 10 cents each; in quantity, less.

Portfolio for Primary Teachers. The first of a series of three portfolios for teachers of nursery school, kindergarten and primary age children aimed particularly at helping inexperienced teachers and those who are returning to service

after years of absence. Washington 6, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N.W. 35 cents; in lots of 25 or more, 30 cents.

Which Jobs for Young Workers in the Railroad Industry? A leaflet prepared by the Children's Bureau and the Association of American Railroads, the railroad brotherhoods and other unions containing advisory standards for employment of young workers in nonhazardous jobs in the railroad industry. Washington 25, D. C.: Children's Bureau, U. S. Department of Labor. Free.

This Is Arithmetic. A bulletin containing an account of problems handled by children from 2 to 9, showing how arithmetic functions not only in school under set conditions but wherever quantity and space must be dealt with to achieve children's ends. Washington 6, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N.W. 35 cents; in lots of 25 or more, 30 cents.

Planning for Postwar Education. An expression of thinking by a representative group of Philadelphia teachers and principals about conditions that are likely to be found in the postwar years and also some of the steps that should be taken to meet these conditions. School District of Philadelphia Print Shop.

Elementary School Nutrition Teaching Kit. The kit is built around the nutrition reader, "You and Your Engine," by Laura Oftedal, Laboratory School, University of Chicago. It provides all materials for a nutrition project in the middle grades, such as work charts, wall charts in color and a teacher's manual. Chicago 5: The National Live Stock and Meat Board, 407 South Dearborn Street. No charge.

School Libraries for Today and Tomorrow—Functions and Standards. Prepared by the committees on postwar planning of the American Library Association and the American Association of School Librarians. Chicago: American Library Association, 1945. Pp. 43. \$1.

NAMES IN NEWS

Superintendents

M. E. Gribble, superintendent of schools at Wisconsin Dells, Wis., has resigned to enter business at Madison, Wis. **Paul Loofboro** of Wauwatosa High School, Wauwatosa, Wis., will succeed him.

L. H. Petit was re-elected superintendent of schools at Chanute, Kan., for a two year term. He has been superintendent at Chanute for twenty-two years.

Ballard D. Remy, superintendent of schools at Longmeadow, Mass., for seventeen years, will retire at the end of the school year.

I. E. Ottem, superintendent of schools at Langdon, N. D., for thirteen years, has resigned to accept a position as local board supervisor for the O.P.A.

Herschel James, superintendent of schools at Simms, Mont., has resigned and will be succeeded by **Truett Spangler**, principal of Simms High School.

Franklin Barry, principal of the central school at Sidney, N. Y., has been appointed superintendent of schools at Irondequoit, N. Y., effective in June.

Carl A. Baden, principal of Van Wert High School, Van Wert, Ind., has resigned to become superintendent of schools in Starke County, Ohio, with

AMAZING FACT No. 1 ABOUT M-D DUSTLESS BRUSH . . .



Bacteria developed on a culture plate after sweeping with a "Dustless" brush.

Germ colonies developed on a culture plate after sweeping with an ordinary brush.

Scientific tests conducted by independent health authorities have proved conclusively that this self-moistening Dustless brush eliminates "more than 97 per cent of the dust from the air as compared with ordinary brushes". At the left are photographic illustrations of two culture plates which graphically show this great difference.

Other exclusive features: No sweeping compound necessary. Metal reservoir in back is filled with kerosene, or Arbitrin, a special sweeping fluid. As the brush sweeps it makes the best kind of sweeping compound out of dust it contacts. The Dustless brush also sweeps faster, saves floors, and lengthens the time between scrubbing, mopping and bleaching. It is built to outlast ordinary brushes two to one. . . . There is a self-moistening Dustless brush for every kind of floor. For further facts and prices write direct to factory: Milwaukee Dustless Brush Company, 528 N. 22nd Street, Milwaukee, 3, Wisconsin.

Milwaukee Dustless
BRUSH COMPANY



ONCE UPON A TIME it almost seemed as if the school curriculum *had* to be founded on drudgery. But modern audio-education has proved that *learning can be fun*—and all the way from kindergarten to P. G.!

Many schools are already using radio and phonograph most successfully as teaching aids in social science, literature, foreign languages, music, physical education, and other subjects. At this war's close, new and improved Stromberg-Carlson sound equipment will be available to bring even greater advantages to audio-education—to facilitate both the teaching and learning processes, and to help good teachers to do an even better job.

For, in sound systems as in radio, "There's nothing finer than a Stromberg-Carlson!"



For information on the use and installation of sound systems, consult your local Stromberg-Carlson Sound Equipment distributor. His name will be found in the classified section of your telephone directory. Or write Sound Equipment Division, Stromberg-Carlson Company, Dept. 73, 100 Carlson Road, Rochester 3, N. Y.

STROMBERG-CARLSON



STRAIGHT-LINE COMMUNICATION

SAVES MANPOWER • SPEEDS THE WORK TO VICTORY



Q. WHY IS DEVOPAKE MY BEST PAINT BUY?

A. BECAUSE IT HIDES AND COVERS MOST ANY SURFACE IN JUST ONE COAT!

This quick quiz is the answer to DEVOPAKE'S ever-growing popularity. Maintenance men find by comparative tests that DEVOPAKE hides best in one coat — saves time and money — covers more surface per gallon. Oil base — and that means a **tough** paint that really wears, stands repeated wash-downs.

*For your next job — whether over brick, plaster — most any surface — specify the paint that covers best — DEVOPAKE.
Call the DEVOPAKE agent.*



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HOTCHKISS STAPLERS

*Used in Classrooms
for Fifty Years*



*Look for the Red H
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Staples*

Teachers rely on the unfailing service of Hotchkiss Staplers to keep related papers together.



There is a Hotchkiss stapler for every paper fastening need. Many can be used as tackers to fasten papers, drawings, pictures, maps, etc., to walls and bulletin boards. Genuine Hotchkiss chisel-pointed staples penetrate easier, cause less fatigue.

Insist on genuine Hotchkiss products. Ask your local Stationer or write direct to us.

Hotchkiss

SCHOOL SUPPLY DIVISION
NORWALK, CONNECTICUT

headquarters at Greenville, Ohio. He will assume his new position August 1 and will succeed **Lawrence A. Winchell**.

A. N. Alday, formerly principal at Keene Valley, N. Y., is the new superintendent of the fourth supervisory district of Wayne County, New York.

Claude R. Dye, superintendent of schools at Fredonia, N. Y., will retire at the close of the school year. He became high school principal at Fredonia in 1924 and superintendent in 1926.

Carroll C. Crawford, assistant superintendent of schools at Ann Arbor, Mich., for the last nine years, has accepted the position of superintendent of schools at Holland, Mich.

Principals

Elwyn G. Campbell has resigned as principal of Roosevelt Junior High School, New Bedford, Mass. **W. Kenneth Burke**, assistant principal, is his successor.

Beatrice Denmark, former supervisor of schools at Greenville, S. C., has been selected principal of Craighead School, Mobile, Ala. She replaces **Dr. William Barnard** who has resigned to take the position of dean of education at Mississippi State College.

James R. Mitchell, principal of Richmond High School, Richmond, Ind., has been appointed assistant professor in charge of teacher placement at Purdue University.

Cecil C. MacDonald, principal of Lawrence High School at Lawrence, N. Y., for the last thirty-two years, will retire at the close of the term in June. **Cecil H. MaHood**, principal of Archer Street Elementary School, Freeport, N. Y., will succeed him.

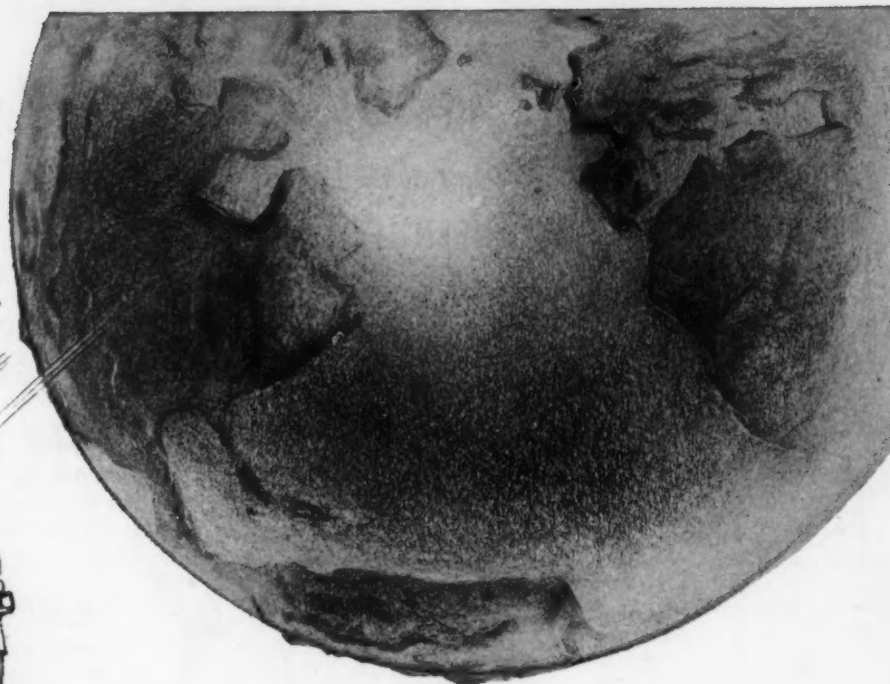
John R. Cook, vice principal and senior high school instructor in science at Dundee Central School, Dundee, N. Y., has been named principal of the central school at Hammondsport, N. Y. He succeeds **J. Arden Woodall** who has resigned to enter business. Mr. Cook will assume his duties next fall.

Charles B. Sallisbury has assumed the principalship of Dunkirk High School, Dunkirk, Ind., succeeding the late **James Dickson**.

James A. Cullen, principal of the summer high school at Mount Vernon, N. Y., has been appointed principal of A. B. Davis High School at Mount Vernon.

Deaths

James J. Welch, assistant superintendent of schools in charge of business affairs at Albany, N. Y., died recently. He had once served as elementary school principal in Albany.



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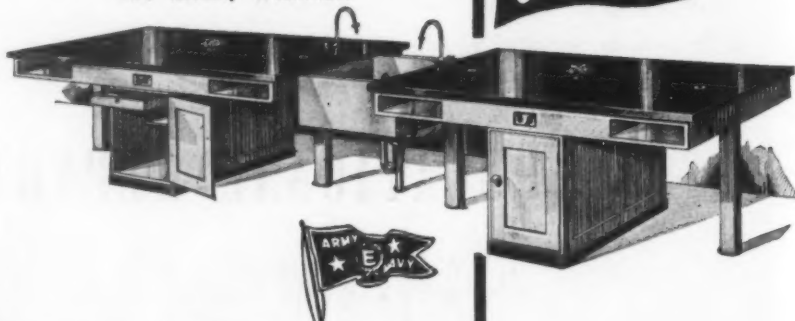
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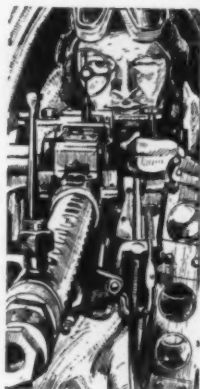
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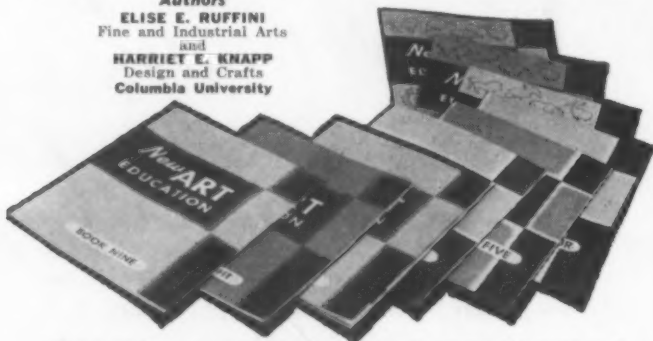
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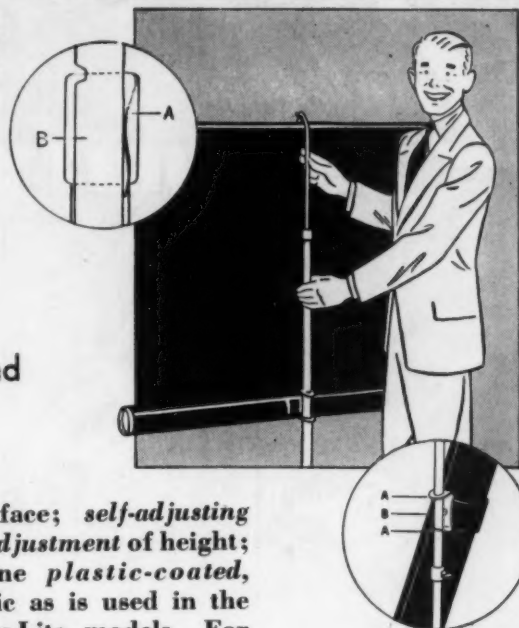
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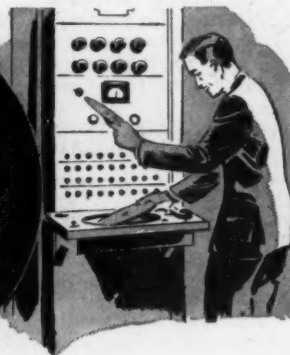
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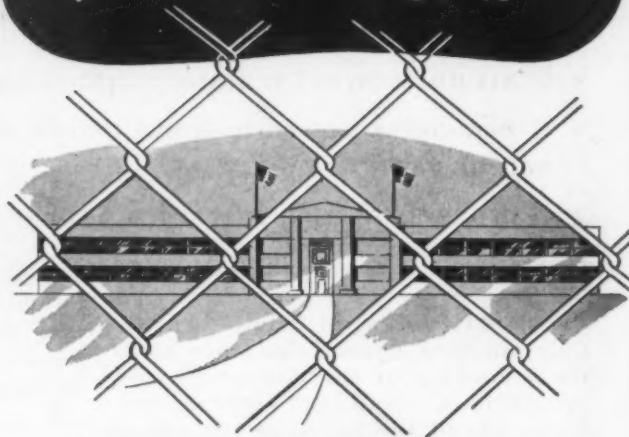
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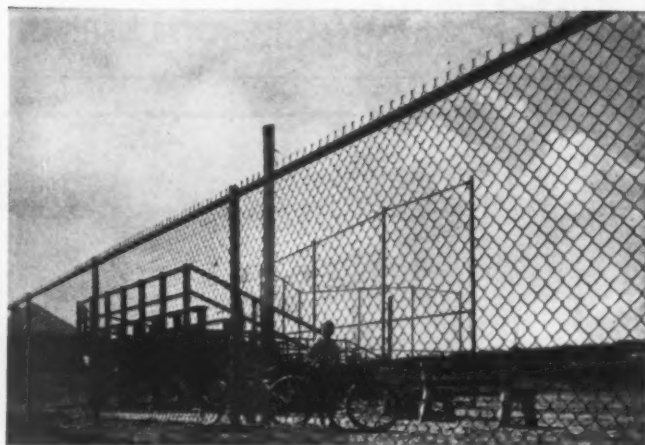


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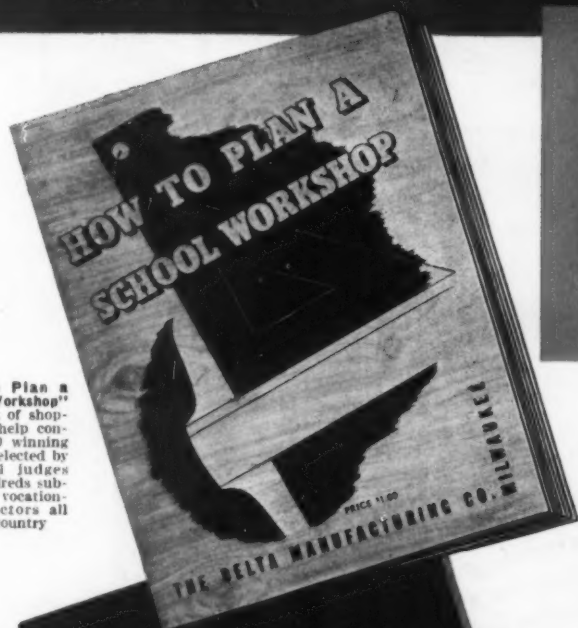
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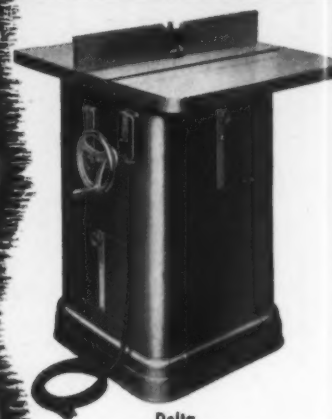
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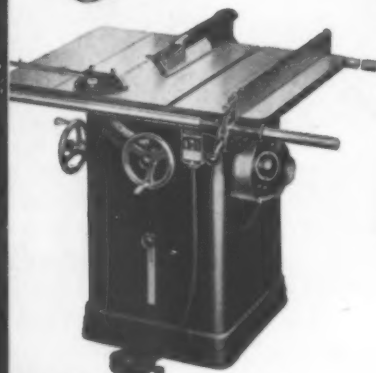
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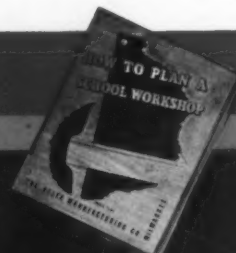
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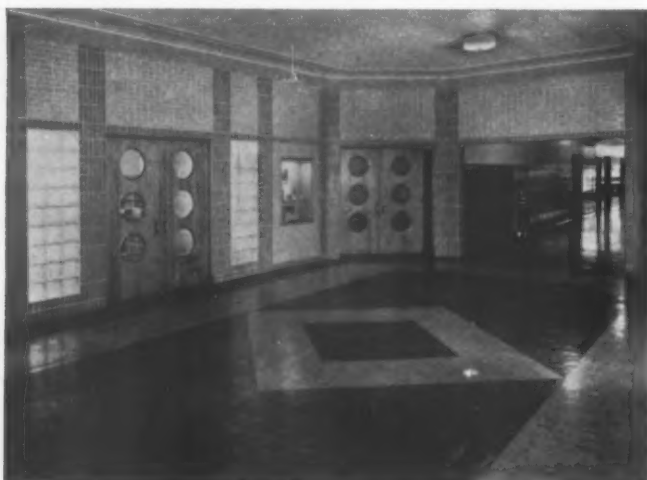
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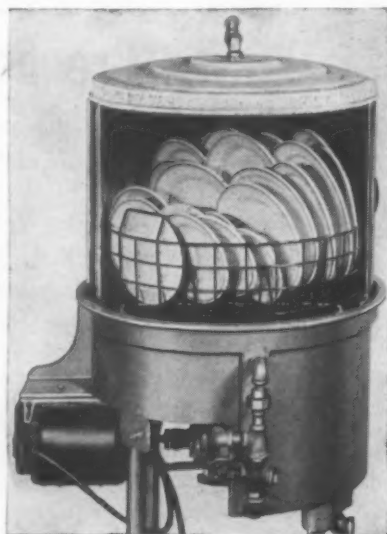
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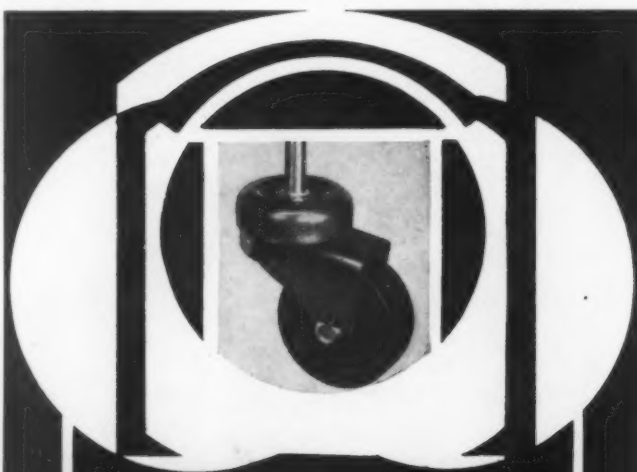
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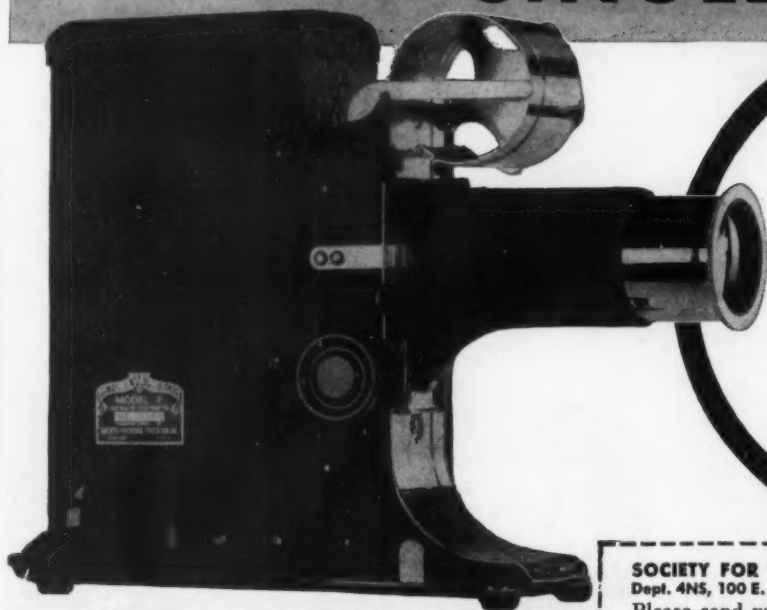
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By a wide selection of attachments, a new unit type of dust collector can be installed on grinders, buffers, sanders, polishers, lathes and other machines in the school shop. It will plug into an ordinary electrical outlet and any one of three sides can be backed against the wall or machine as all controls are located on the fourth side.



Twin cyclone cleaners draw the dust laden air through the inlet pipes into the separators where it is whirled around at high speeds. As the dust particles are heavier than air they drop down into the dust drawer. The lighter air passes on through a viscous coated filter where very fine dust is removed and clean air is discharged back into the room.

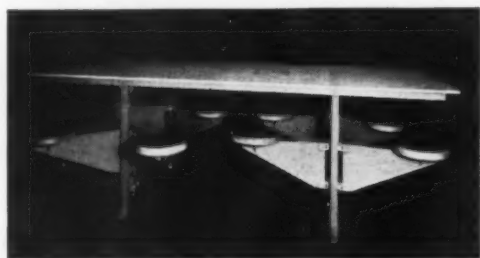
Two layers of the filter can be peeled off when it becomes dirty. This can be repeated five times without affecting its cleaning ability. The manufacturer states that a filter will last a year or more under average conditions.—Ideal Commutator Dresser Company, 4019 Park Avenue, Sycamore, Ill.

• When inquiring, use coupon on p. 111; refer to **NS315**

For Building Tables and Benches

Here Is Framing and Support System

By a new method, fabrication of steel framing for school tables, benches and cabinets can be easily completed "right on the job." The Unistrut method, as it is called, consists of slotted hollow square steel sections and standard spring-held nut attachments. No drilling of holes, riveting or welding is required and the sections can be cut to any desired length with a hack saw.



The nut attachments can be slid along in the hollow square to any point where it is desired to attach to another Unistrut member, to a supporting structure or to a bench or table top. The nut has serrated teeth which bite into the inturned edges of the hollow square section and hold the

attachment firmly in position when the nut is tightened by a wrench. By loosening the nut, the attachment can be moved to a new position.

Among the products and applications that have been made with this method are the assembly table with swing-under seats pictured here, tilt top adjustable drafting tables, manual training work benches, tool racks, cabinets, lockers, shelving and railings.—Unistrut Products Company, 1089 West Washington Boulevard, Chicago.

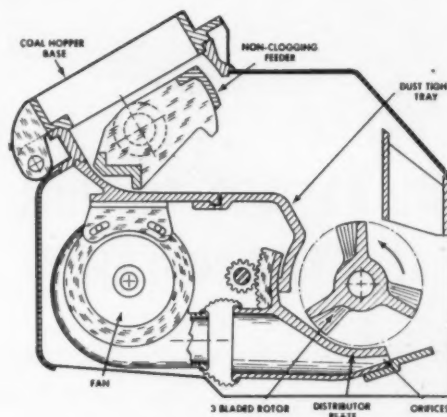
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Spreader Stoker

Features Trouble-Free Operation

A newly introduced stoker of the spreader type has a nonclogging and dust-tight coal feeder which prevents spillage of fine coal in front of the stoker. A combination mechanical-pneumatic coal distributing system distributes either lump or fine coal to all parts of the grate area. The parts are easily accessible for inspection and maintenance and the coal feeder can be adjusted for various operating conditions and different size furnaces.

The accompanying diagram shows the location of the coal feeder, rotor, fan and adjustable distributor plate. All



exposed parts of the stoker are air cooled thus avoiding any need for water cooling or water jacketing.

The stokers are furnished in four standard sizes (with 16, 20, 24 and 32 inch long rotors) and can be installed singly or as multiple units to meet the requirements of boilers ranging from 75 h.p. upward.—The Johnston and Jennings Company, 877 Addison Road, Cleveland 14.

• When inquiring, use coupon on p. 111; refer to **NS317**

Wall Map and Calendar

Portray Economic Frontiers

As a successor to last year's calendar which portrayed the world's war frontiers, Remington Rand has issued a 1945 calendar and wall map, 20 by 27 inches, describing the



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What's New FOR SCHOOLS

natural resources and economic developments of Europe, South America, China, Australia and New Zealand, South Africa, India and the Middle East.

On each of the seven pages are a global map of one of the foregoing countries, a calendar for two months and, as an added feature, an analysis of the political and economic future of the country by Maj. George Fielding Eliot.

The seven maps give product information by means of symbols. Also included are a world map of air and steamship routes and a comment by Major Eliot on the "world as a community" and the responsibility of each group in solving the problems of the different nations.

Because of the heavy demand, only a limited supply is available.—Remington Rand, Inc., Buffalo 5, N. Y.

• When inquiring, use coupon on p. 111; refer to **NS318**

NEW CATALOGS

Technical Data on Heating System

Is Given in Dunham Bulletin

Complete data on the Dunham differential vacuum heating system is given in the recently published technical bulletin No. 631 of the C. A. Dunham Company, 450 East Ohio Street, Chicago 11.

The heating system that uses "flexible steam" is a two pipe system using steam at variable subatmospheric pressures to balance the heat loss from a building under changing weather conditions.

The booklet explains blast heaters, control valves, the functions of differential equipment, resistance thermometer and unit heaters and the Metro method of piping.

• When inquiring, use coupon on p. 111; refer to **NS319**

Rôle of Visual Education

Is Told in Review

The problems and methods used to develop visual education from the realm of the fad to an important part in education are told in the silver anniversary edition of "Visual Review" issued by the Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11.

As well as telling the history of the society, the review features the rôle of visual education in aviation education, in training of the armed forces and in various educational and religious fields. The review traces the advances in audio-visual education during the last twenty-five years, particularly stressing the development of slide films and related teaching aids.

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pamphlet prepared by the Insulation Board Institute, 111 West Washington Street, Chicago 2. "Sound Insulation Values of Floors and Walls" gives the results of the sound insulation tests made to determine the degrees of sound transmitted through walls, partitions and floors with and without insulating board. By means of detailed diagrams various types of panels and their corresponding sound transmission are explained.

The sound insulation values are expressed in terms of the sound transmission loss in decibels, the unit used for expressing the loudness level or intensity of a sound. In addition to the diagrams, two tables tabulate the sound transmitted through walls and floors.

• When inquiring, use coupon on p. 111; refer to **NS321**

Questions on Germicidal Fixtures

Answered in Illustrated Booklet

The most frequently asked questions on the subject of air disinfection are answered in the new booklet issued by the Edwin F. Guth Company, 2615 Washington Avenue, St. Louis 3. Folder No. 800-45 explains what germicidal lights are, what they do and what can be expected of them. Lay-out data and instructions are given and special fixtures are listed for wall, ceiling and floor mounting.

The new electronic device, "germ-killing light," is said to reduce air-carried germs and viruses from 80 to 90 per cent. But, realizing that the germicidal lamp will produce harmful results to eyes and skin when it is incorrectly installed or used, the manufacturer gives suggestions and requirements in the booklet for installation and application of the light.

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FILM RELEASES

Write Soon—35 mm. Four slide films designed to help each pupil see and discuss at the same time the problems in penmanship. The slide films set up good standards for position, capital letters and numerals.—**Society for Visual Education, Inc.**, 100 East Ohio Street, Chicago 11.

• When inquiring, use coupon on p. 111; refer to **NS323**

Tommy Fork and His Fountaineers—35 mm. sound. A slide film for retailing classes that teaches the fundamentals of food and fountain service by showing how a typical inexperienced counter girl learns the mechanics of good service. An added feature is the "photo quiz" to aid the instructor in promoting group discussion.—**Syndicate Store Merchandiser**, 79 Madison Avenue, New York City.

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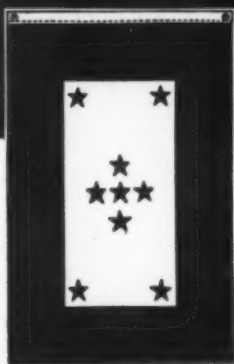


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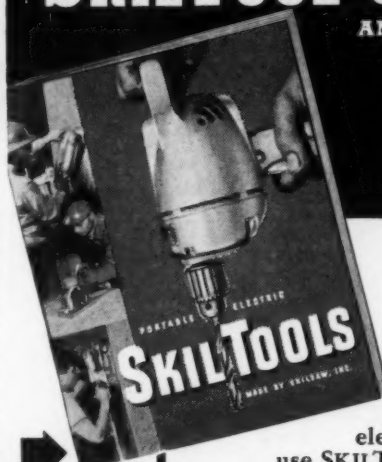
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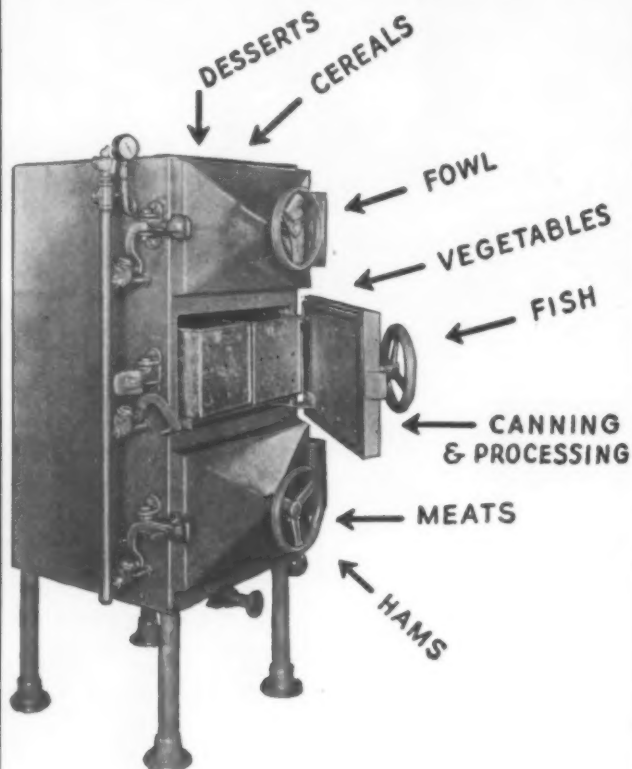
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will between the United States and Mexico. Shows the various Mexican influences in the United States that are brought out in our architecture, music and way of life. The film is for sale only.—Frith Films, Box 565, Hollywood 28, Calif.

• When inquiring, use coupon on p. 111; refer to **NS325**

Hospital School—16 mm. sound. 10 minutes. A visit to Treloar Hospital and College for Crippled Children in England where boys and girls up to the age of 16 are admitted. The film shows how education proceeds while the child is under treatment.—Film Division, British Information Services, 30 Rockefeller Plaza, New York City 20.

• When inquiring, use coupon on p. 111; refer to **NS326**

Poland Forever—16 mm. sound. 22 minutes. A pictorial document of Polish youth who are fighting for the liberty of their nation and to protect democracy against invasion.—Polish Information Center, Bureau of Motion Pictures, Office of War Information, Washington 25.

• When inquiring, use coupon on p. 111; refer to **NS327**

Gateway to Germany—16 mm. sound. 11 minutes. The story of the attack on the supply port of Antwerp by the British Armored Division, R.A.F. bombers, parachute troops, Lancasters, commandos and Allied ships.—Film Division, British Information Services, 30 Rockefeller Plaza, New York City 20.

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PLANNED FOR THE FUTURE

Suggestions for Modern School Library

Illustrated in Remington Booklet

The functional aspects of library planning are illustrated in a booklet entitled "Planning the School Library," issued by the Library Bureau Division, Remington Rand, Inc., Buffalo 5, N. Y. The library bureau, after working with librarians and consulting manufacturers of library equipment, accumulated the data to help schools plan their post-war libraries.

For example, the booklet illustrates the principle that tables must be designed and placed to allow adequate elbow and foot space and favorable light and should, if possible, be made large enough to obtain the required seating capacity without readers at the ends of the tables.

Most plans in the booklet include some portion of the library informally equipped with easy chairs, window seats and low shelving to encourage use by pupils during periods of relaxation.

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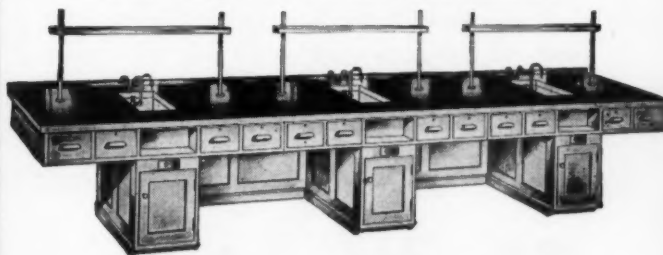
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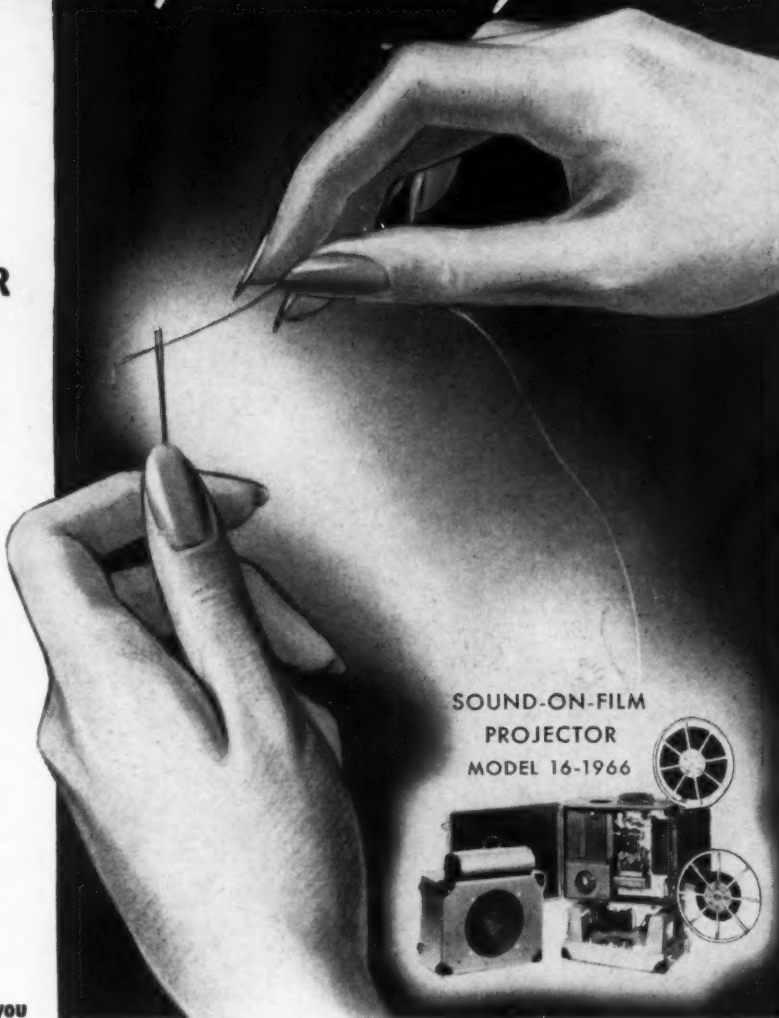
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